

Academic Program Review Self-Study Report

Academic Year: Fall 2014 – Spring 2015

Unit Name: T. Denny Sanford School of Social & Family Dynamics

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Preface

As we prepare this program review, we do so as a relatively new unit within the College of Liberal Arts and Sciences at Arizona State University. Formally launched in 2006 (and “named” in 2012) as part of the New American University (<http://newamericanuniversity.asu.edu/>), we represent one of the important initiatives taking place across ASU – namely, the formation of interdisciplinary schools that are designed to break down barriers across disciplines and bring faculty and students together in new and compelling ways to address important social and scholarly issues. The T. Denny Sanford School of Social and Family Dynamics (SSFD) is built on this premise.

Initially, SSFD was created as a merger of the former Department of Family and Human Development (FHD) and the former Department of Sociology (SOC) – although some faculty in SOC were transferred to other units prior to the merger. The undergraduate and graduate degrees in both FHD and SOC became part of SSFD. Thus, in addition to a new mission and vision, we also retained elements that reflect the roots of both FHD and SOC. We are now, however, much more than the merged FHD and SOC faculty – having added faculty from many backgrounds (e.g., education, health, methodology) and having created many new and diverse projects, degrees, and initiatives that transcend how we defined ourselves when we first began. As a result, we are now bigger, stronger, more visible, and more determined in accomplishing our goals.

As noted, SSFD was initiated in March of 2006 when the Arizona Board of Regents approved its formation and the dissolution of the former departments. Formal operations began on July 1, 2006 and we held our formal launch in November of 2006 and our “naming” launch in November of 2012. At that time, we became the T. Denny Sanford School of Social and Family Dynamics due to the generosity and vision of Mr. Sanford and his dedication to helping children and their families.

Although considerable progress has been made since our inception, we continue to evolve our operational and intellectual agendas and procedures. From a life-course perspective, we are in our early formative years. There has been considerable growth and change, and there is more to come. In addition, like the earliest years of the life-course, SSFD needs to be nurtured, reinforced, expanded, and refined. As such, SSFD continues to be a work in progress. Moreover, there are few units to look to as models or prototypes. Our unique situation needs to be considered as one reads through this program review document. Keep in mind that we have high aspirations and ambitions for our school. The steps we have taken, and will be taking in the future, are directed toward the goal of becoming and sustaining ourselves as a world-class leader, providing cutting-edge instruction, scholarship, and service focused on the study of children, youth, and families, and the translation of this work to improve their health and well-being.

This report focuses on (1) the accomplishments and changes we have undergone since our inception and (2) our future goals and plans. We avoid discussions of past goals and issues when we were separate units. As such, we do not dwell on the separate historical trends and patterns of the former units. Our focus is on SSFD, its accomplishments and its future.

I. Overview and Executive Summary

SSFD is relatively large – both in terms of numbers of faculty and numbers of students. It currently has 31 tenure/tenure-track faculty, plus an additional 30 non-tenured faculty who are instructional or research faculty. SSFD has a classified staff of 9.5 FTE. We have almost 1,700 undergraduate majors, an equal number of minors, and we generate over 30,000 student credit hours (about 10,000 students) each semester. We also have almost 200 graduate students. Incorporated into SSFD are several institutes, centers, and enterprises that involve many faculty, postdocs, staff, and students.

SSFD grants a B.S. in Family and Human Development, a B.A. in Sociology, an online terminal M.S. in Family and Human Development, a redesigned online terminal M.A. in Sociology, a Ph.D. in Family and Human Development, and a redesigned Ph.D. in Sociological Inquiry (formerly Sociology). We also have two clinical Masters of Advanced Studies degrees in Marriage and Family Therapy and in Infant-Family Practice. In 2013-2014, SSFD gave out almost 600 bachelor degrees and 44 graduate degrees.

Total annual research expenditures in SSFD are now over \$7,000,000 – up from \$2,500,000 when we first formed SSFD. A growing proportion of funding is generated by the participation of members of the faculty in multi-disciplinary, large research projects. SSFD faculty are highly productive and are at the forefront of their areas of expertise. Graduate and undergraduate students are also highly accomplished and are competitive in and out of academics.

The heart of SSFD lies in its interdisciplinarity. Over time, this quality has become clearer and more central. SSFD's faculty are at the cutting edge of their fields and are devoted to finding solutions to many of today's most difficult and important problems. Through their dedication to high-quality research and analysis, SSFD faculty are engaged in the tasks of creating new knowledge, insight, information, options, and solutions that are effective and enduring, and that will promote new research and training.

SSFD is designed to be an organizational and operational center for creating and supporting bold and innovative thinking that encourages faculty and students to think in novel and visionary ways while addressing issues related to children, youth, and families. We cannot rest on our accomplishments and must continue to adapt and change as needed. We must not be risk averse and we must be willing to use our resources in new and different ways that leverage the energy and excellence of SSFD. Together with faculty and program affiliates from across ASU (such as nursing, speech/hearing, education, psychology) and the local community, our vision is that SSFD will become central to the interdisciplinary study and advancement of the most important and valued aspects of human life – namely children, youth, and families. This vision provides the “glue” that connects SSFD's faculty, students, and programs

That we are still in the midst of transformation means that many features of SSFD are still evolving. We continue to reorganize our staff and advising, office policies and procedures, and guidelines for evaluation and resource allocation. We are considering new ways to integrate our students, courses, and scholarship. Much work has been done and fills many of the pages of this review -- but there is considerable work still to be done.

II. Strategic Organization of SSFD

II.1 Mission Statement

The T. Denny Sanford School of Social and Family Dynamics (SSFD) is dedicated to enhancing the well-being of children, youth, and families through innovative interdisciplinary research, instructional excellence, and active community involvement. We continuously strive to be a leader in transformative discovery; fusing basic and applied research; and translating scientific knowledge into solutions for pressing problems related to children, youth, and families.

Although the ways in which specific SSFD components reflect ASU's mission are described throughout this document, it should be noted that SSFD's mission serves ASU's mission by (a) demonstrating leadership in academic excellence and accessibility, (b) striving to achieve national standing in academic quality and impact, (c) establishing SSFD as a leading American center for discovery and scholarship in the social sciences, and (d) enhancing local impact and social embeddedness.

II.2 Goals

In the 21st century, individuals, families, societies, and entire populations are faced with fast-paced and complex changes. Although change has always been part of human life, the scope and speed of change has increased dramatically – and will continue to do so. Technological, political, economic, health, social, educational, and cultural forces interact in complex ways to shape human development and family life. Additionally, transformations in families, schools, and neighborhoods that are caused by larger social and cultural forces affect the people who comprise or reside in them. The need to understand these changes and the processes that underlie them has compelled institutions of higher learning to change the way they go about addressing their mission. SSFD in the College of Liberal Arts and Sciences at Arizona State University is designed to be a leader in addressing the most important issues facing individuals as they cope with changes in their lives and as they interact within their social environments. SSFD faculty represent a body of science, instruction, training, translation, and service that strives to transcend traditional boundaries and approaches to understanding the interfaces of human development, family life, and the broader social context.

The foundation of SSFD rests on an essential set of *core values* that define, inform, and guide our goals, decisions, and practices. These core values reflect the ongoing development and vision of the school. Reference back to these core values helps to ensure we are on track to accomplish our ambitious goals and vision. These core values include:

- **World-Class Excellence:** Our goal is to become a national and international force of world-class excellence for children and families in Arizona and beyond.
- **Innovation and Visionary Thinking:** We strive to be at the cutting-edge in all that we do and to think creatively about how to solve fundamental questions.
- **Collaboration:** We ask questions with the understanding that no single discipline has the answers. We work collaboratively to answer such questions with respect for others' points of view.
- **Impact and Outreach:** We are dedicated to studying issues that have meaning and impact. Our goal is to make a difference in people's lives and in our community.
- **Entrepreneurialism:** We recognize the need to engage in activities that allow us to generate our own resources and invest in ourselves.
- **Access and Diversity:** In all matters, we seek involvement and inclusion. We aim to recruit, retain, and engage an academically prepared and diverse faculty and student body.

II.3 Design of SSFD

SSFD is designed to be an organizational and operational center for supporting bold and innovative thinking and for encouraging scholars and students to think in novel and visionary ways. *As such, SSFD should be viewed as a unit that is defined by its enabling and facilitative capacities rather than by disciplinary or content-driven boundaries.* Consequently, we are in a position to become a force for:

- Contributing knowledge about children, youth, and families through interdisciplinary basic and applied research and related scholarly activities;
- Promoting the welfare and health of individuals and families from all cultural backgrounds;
- Preparing graduate students and post-doctoral fellows for leadership in research, teaching, business, and outreach roles;
- Contributing to the development of undergraduate students who will be well-prepared to pursue professional careers and graduate education;
- Collaborating within and outside the University in fostering an appreciation of the role that knowledge and science can play in solving critical problems that children, youth, and families face, and in understanding positive outcomes and change.

The scholarly activities of SSFD rest on the goal of engaging in research that ultimately leads to improvements in the lives of children, youth, and families. Activities in SSFD are designed to transcend traditional divisions among academic disciplines and between basic and applied research. Through

their dedication to high-quality research, SSFD faculty are engaged in the tasks of creating new knowledge, insight, information, and solutions that are effective and enduring and promoting research and training in areas related to the creation of a better life for children, youth, and families. The work of faculty and students in SSFD, however, is not focused entirely on problems. Much of the work addresses the positive outcomes associated with development, families, and society. Understanding individual, family, and social strengths and resilience is critical to promoting and improving well-being and health.

To harness this potential, the intellectual lives of the faculty in SSFD can be captured by six core scholarly themes. Each theme reflects expertise and knowledge in a general area. The themes are not based on disciplinary divisions but are based on common scholarly interests. These core themes are relatively enduring and reflect the areas of expertise that are the foundation of our work and programs. Significantly, these themes also help define who we are to those outside the school -- to students who wish to pursue training, to researchers and scholars who wish to establish collaborations, to community members who are looking for guidance and partners, and to potential donors who want to better understand the capacities of the school. The core scholarly themes include the following:

- **Human Development:** The study of the evolving dynamics of the causes, correlates, and consequences of child, adolescent, and adult development, as well as the contextual conditions that may affect the course of development and relationships (e.g., work conditions, the penetration of technology, politics, economics, neighborhood and community conditions).
- **Dynamical Assessment:** The development and application of methods to assess the dynamics of social interactions and change over time in individuals, groups, networks, and populations.
- **Family Dynamics:** The study of patterns and change in interactions of family members including romantic and marital partners, parents, and siblings, and socialization of children.
- **Health and Society:** The study of the determinants of physical and mental health, health-related behaviors, health-based policy issues, and prevention of health-related problems; expansion of "health" beyond biological outcomes to include effective cognitive, affective, and social functioning, as well as general quality of life.
- **Race, Ethnicity, and Migration:** The study of racial and ethnic identity, acculturation processes, and the effects of migration on individuals and society.
- **Social Demography:** The study of the causes and consequences of population change and the relation of such change to social and economic processes.

Not only do these themes reflect the general foci of the ongoing work in SSFD, but they also represent a mechanism for describing its intellectual and scholarly capital. Additionally, this organization provides a basis from which faculty in SSFD can respond to research initiatives developed by faculty in other ASU units, community partners, and/or funding agencies.

II.4 Scholarly and Intellectual Activities of SSFD

One consistent answer to the question concerning where science should be going is "toward multi-disciplinary, multi-institution, multi-person teams working on large and important research questions." As noted by the National Academy of Sciences report on *Facilitating Interdisciplinary Research* (2005), such research "can be one of the most productive and inspiring of human pursuits—one that provides a format for conversations and connections that leads to new knowledge. As a mode of discovery and education, it has delivered much already and promises more—a sustainable environment, healthier and more prosperous lives, new discoveries and technologies to inspire young minds, and a deeper understanding of our place in space and time." Despite the benefits of such research, barriers exist to its implementation and these often are related to the tradition in academic institutions of organizing research and scholarship by discipline-based departments. SSFD is designed to break down these barriers and integrate disciplinary depth with breadth of interests, visions, and skills.

Based on these goals and visions, the scholarly and scientific activities of SSFD rest on a foundation of

engaging in research that ultimately leads to improvements in the lives of children, youth, and families. Such efforts may be driven by scholarship that changes people's lives, or by scholarship that attempts to understand and formulate the principles and dynamics that may lead to successful interventions. Faculty in SSFD accomplish this through cutting-edge interdisciplinary research, methods, instruction, and outreach programs. As such, activities in SSFD transcend traditional divisions among academic disciplines and between basic and applied research.

II.5 Focused Strength Areas

Faculty in SSFD come together to form *Focused Strength Areas*. Focused Strength Areas reflect current research and scholarly activities that are flexible and change based on faculty makeup and interests, pressing social problems, and contacts with other ASU programs and with community partners and scholars from other institutions. At any given time, there will be several areas of focused strength – some mature and well-established, others just emerging. These areas transcend and cut across SSFD's core scholarly themes. Current Focused Strength Areas in SSFD include:

- **Latino Youth and Family Resilience:** Scholarship devoted to how Latino children and families form identities and adjust to the demands of life in the broader social context of the US.
- **Pathways to Competence:** Explorations of the roots and mechanisms associated with positive adjustment, social competence, academic performance, and healthy well-being. A particular strength is the focus on the role of peers in influencing these important pathways and outcomes.
- **Relationship Dynamics and Gender:** A focus on understanding the complexities of changing relationships and their antecedents and consequences, as well as interventions designed to promote positive relationships. A key strength is the focus on the role of gender identity, behavior, and attitudes in relationship formation and dynamics.
- *Adolescence and Emerging Adulthood:* Understanding the dynamic changes associated with the transition to adolescence and early adulthood with an emphasis on diversity and process.
- **Innovative Methods and Analytics:** The development and application of innovative methods and statistical technique to study and assess impact and change over time in individuals, dyads, groups, networks, and populations.
- **Safe and Effective Learning Contexts:** A focus on explicating the complexities of school and non-school learning contexts and the factors that promote safe and effective development in these contexts, with an emphasis on both cognitive and non-cognitive factors.
- **Health Processes and Outcomes:** A focus on the etiology and consequences of mental and physical health, taking into account cultural/acclimation differences among populations.
- **Immigration and Population Dynamics:** The study of immigration and the changes in human populations and how these affect individuals, societies, and cultures.

Focused Strength Areas represent the main intellectual sites of interaction for many SSFD faculty and students. SSFD's investments, grant activities, research agendas, and curricula are focused on and around (but not limited to) Focused Strength Areas. Focused Strength Areas are developed by both bottom-up (e.g., by faculty) and top-down processes (e.g., by SSFD administration, cluster hiring, external funding agencies). A representation of SSFD and its Focused Strength Areas is presented in Figure 1.

Taking advantage of SSFD's Focused Strength Areas and its strong commitment to provide leadership in addressing pressing social concerns related to the quality of life for children, youth, and families, SSFD focuses on collaborative, interdisciplinary, and innovative work infused through its Focused Strength Areas. SSFD and its Focused Strength Areas are designed to enable scholars and students to focus on big problems and issues that typically are beyond the capabilities of individual scientists and disciplines.

Figure 1: SSFD and Focused Strength Areas



II. SSFD Academic Programs Overview

As noted previously, SSFD grants a B.S. in Family and Human Development, a B.A. in Sociology, an online terminal M.S. and M.A. in Family and Human Development and in Sociology, respectively, an online terminal M.S. in Family and Human Development, a Ph.D. in Family and Human Development, and a newly redesigned Ph.D. in Sociological Inquiry (formerly Sociology). We also have two clinical Masters of Advanced Studies degrees in Marriage and Family Therapy and in Infant-Family Practice. Table 1 presents a summary and overview of these degrees. We discuss undergraduate programs first, and then follow that with a discussion of our graduate programs.

Table 1: Summary Data of the Academic Programs in SSFD

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Undergraduate Headcount - Degree Seeking (Fall)	595	696	893	1087	1332	1607	1745	1692
FHD BS	318	379	445	544	643	796	887	861
SOC BA/BS	277	317	448	543	689	811	858	831
Master's Headcount (Fall)	16	28	58	68	67	57	54	66
Doctoral Headcount (Fall)	65	67	63	59	56	62	54	49
# of undergrad Degrees awarded-- Total	215	220	267	323	475	568	599	
# FHD undergrad degrees awarded	108	114	151	174	246	297	309	
# SOC undergrad degrees awards	107	106	116	149	229	271	290	
# of Master's	11	16	23	32	45	46	39	

Degrees awarded								
# of Doctoral Degrees awarded	7	10	17	7	5	10	6	
Total Student FTE	1864	1858	1990	2583	2601	3058	2684	2629

III. SSFD Undergraduate Programs

An overview of the undergraduate programs in SSFD is presented in Table 1. At the undergraduate level, SSFD offers two undergraduate degrees (1) a B.S. in Family and Human Development (FHD) and (2) a B.S. in Sociology (SOC). Although SSFD once offered a B.A. in Sociology, this degree was phased out in 2009-2010. A small number of students who originally entered the B.A. program continue as they will graduate under the catalog that was in place when they entered the program. Thus, our review of the Sociology undergraduate program includes both the B.S. and B.A. SSFD also offers minors in both FHD and SOC. The offerings in FHD and SOC are discussed separately.

Importantly, our undergraduate curricular offerings go beyond those of these degree programs. They include online degree programs in FHD and SOC, Internships, the Community Action Research Experience (CARE) program geared to build partnerships between community organizations and students, an Honors program, and a Child Life Certificate Program. Moreover, a Certificate Program in Working with Military Families has been proposed and is likely to begin sometime next year.

SSFD undergraduate degrees and classes generate considerable enrollment that has increased significantly since SSFD's initiation. For example, our total student credit hours per semester have increased from about 26,000 in 2008-2009 to almost 33,500 in 2013-2014. These trends also mean that SSFD has an extremely high ratio of students to state funded full time equivalent tenured/tenure-track faculty that has increased from almost 74 in 2008-2009 to almost 85 in 2013-2014.

The requirements for our majors and minors, paired with the diversity of other options available for students in our school, reflects SSFD's core values associated with diversity, excellence, access, and impact. Further, the interdisciplinary nature of SSFD and undergraduate education fits with ASU's mission to lead the way in interdisciplinary sciences. Offering both traditional and online options for undergraduate majors and minors, while maintaining high standards, additionally reflects ASU's mission to show leadership in academic excellence, innovation, and accessibility. Finally, many of our undergraduate classes and programs help ASU meet its mission for local impact and social embeddedness.

III.1 Undergraduate Program in Family and Human Development

SSFD offers a Bachelor of Science (B.S.) Degree in Family and Human Development (FHD). Students pursuing the FHD B.S. degree take core classes in human development, family relationships, research methods, and family diversity. Students majoring in FHD must complete (1) a minimum of 30 semester hours of FHD course work, (2) 15 additional hours in closely related fields in Social and Behavioral Sciences, and (3) all university and College of Liberal Arts and Sciences requirements. The minor in FHD requires 18 semester hours in FHD with a minimum grade of "C", of which 12 hours must be upper-division, with at least six upper-division hours completed at the Tempe campus. *See Appendix A for the FHD B.S. map of course requirements.*

The FHD degree program is a major that provides students with an excellent education in liberal arts and sciences, as well as specific training in the areas of human development and family studies designed to prepare them for careers in both the private and public sectors serving the needs of children and families and for graduate study if students want to further their academic pursuits. Students not only study the historical, theoretical, and academic frameworks used to explain human

development and family behavior, but also acquire practical knowledge and skills that can be applied to human service occupations as well as their daily lives. As part of the College of Liberal Arts and Sciences, our undergraduates leave with oral and written communication skills, analytical and critical thinking skills, multicultural and diversity awareness, knowledge of research and statistical methods, interpersonal skills, and a knowledge base focused on family and human development.

Students combine electives with “related field” courses, courses that they select from across campus that emphasize particular areas related to family studies and human development, to prepare for specific employment opportunities and/or advanced study. Suggested related fields and emphases include Child and Family Policy, Child and Family Research, Pre-Marriage and Family Therapy, Child Care Administration, Child Life, Early Childhood Intervention, Parent Education, and Youth and Adolescent Service. Students who choose to enter the workforce following graduation with a B.S. degree in FHD find employment options available to them that range from human services to business.

The goals of our undergraduate program in FHD are to provide students with knowledge of:

1. The research and theories that serve as a foundation for family and human development.
2. The scientific method as it applies to family/child research – including an understanding of research design, measurement, data analysis, and the implications for families and individuals.
3. The breadth of family diversity and the ways ethnic traditions, values, beliefs, cultural symbolism, influence development, family policy, research, and intervention.
4. The application of lifespan developmental processes, concepts, and theoretical perspectives to explain family and individual development, including the contextual dynamics that influence individual growth and relationship satisfaction.
5. The functional and dysfunctional processes in interpersonal relationships, including factors that promote or inhibit positive growth in individuals and families.
6. The biological and environmental risk and protective factors that influence developmental trajectories and the dynamics of transactions among them.
7. Professional practice and ethical responsibilities in working with children and families of diverse backgrounds and circumstances.

As can be seen from Tables 1 and 2, the undergraduate headcount has increased dramatically over the last 8 years, with around 300 degrees awarded in FHD (and around the same in SOC) in the last 2 years.

Table 2: Current Undergraduate Degree Programs Offered by SSFD

		2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
FHD BS	Headcount (Fall)	318	379	445	544	643	796	887	861
	Senior Headcount (Fall)	144	142	164	190	265	318	369	378
	Degrees Awarded¹	108	114	152	174	246	297	309	
	Graduation Ratio²	75.0	80.3	92.7	91.2	92.8	93.4	83.7	
SOC BA/ BS	Headcount (Fall)	277	317	448	543	689	811	858	831
	Senior Headcount (Fall)	133	127	154	193	260	323	339	365
	Degrees Awarded¹	107	106	116	149	229	271	290	
	Graduation Ratio²	80.5	83.5	75.3	77.2	88.1	83.9	85.6	

¹ Total degrees awarded for academic year (Summer, Fall, and Spring semesters)

² Percentage of degrees awarded/senior headcount

As noted above, the program in FHD also offers an undergraduate minor. The number of students choosing this minor has grown significantly over the last 6 years (see Table 3). It is a popular choice for students with a variety of majors, but especially so among students with social science majors.

Table 3: Headcount of Students Concurrently Enrolled in Undergraduate Majors or Minors*

Undergraduate Degrees or Certificates		2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
FHD concurrent major	Fall Enrollment (headcount)	4	21	39	58	59	48
SOC concurrent major	Fall Enrollment (headcount)	11	28	47	60	49	39
FHD minor	Fall Enrollment (headcount)	65	117	184	249	296	313
SOC minor	Fall Enrollment (headcount)	125	160	219	226	264	207

*Counts for academic years 2006-2007 and 2007-2008 unavailable.

The SSFD faculty associated with the undergraduate program in FHD are committed to providing a comprehensive curriculum that prepares students to successfully enter the work force, continue toward an advanced degree, or earn a certification. A wide variety of teaching methods are utilized by face-to-face and online faculty – case studies, small group interactions, discussion boards, lecture, as well as student papers, projects, and oral presentations.

FHD undergraduates are highly sought after by non-profit human service agencies, and by state government agencies (Child Protective Services and Department of Economic Security). For example, Southwest Human Development, the state’s largest agency serving families with young children, continues to court FHD graduates to work in their Early Head Start, Head Start, Healthy Families, and Early Intervention programs. Faculty maintain an on-going dialog with administrators from community-based organizations to ensure relevance of course content to actual work with children and families, to policy development and implementation, and to program evaluation. FHD students have also successfully applied to graduate and professional schools.

As part of our mission to prepare our majors for careers in the field and graduate school, we offer a variety of annual workshops. We have a liaison from ASU career services who works specifically with students in SSFD. We also offer a variety of workshops to help students with career needs. The graduate school workshops assist prospective graduate students in selecting and applying for graduate school.

In addition, new courses and other curricular offerings have been developed in response to the expressed needs of the community. Arizona leads the nation in population growth for children ages birth to 5 years. There is, therefore, a critical need to develop and build professional capacity to serve families with young children. The FHD Program has responded to this need by developing new courses that specifically address this need (CDE 337 Early Childhood Intervention; CDE 298 Children Facing Healthcare Challenges; CDE 498a Home Impact on Children’s Development; CDE 498b Violence in the Family; CDE 498c Gender, Peers, and School; CDE 498d Latino Families and Children; CDE 498e Child Abuse Prevention; FAS 498 Conflict Resolution; FAS 498b Family and Social Policy; FAS 489c Social Change-making). These course offerings serve ASU’s mission to “Enhance our local impact and social embeddedness [by providing] ...Arizona with an interactive network of teaching, learning, and discovery resources that reflects the scope of ASU’s comprehensive knowledge enterprise.”

In summary, the FHD undergraduate program monitors itself for currency, comprehensiveness, adequacy, and delivery of curriculum. The success of our graduates in obtaining meaningful employment, the requests of outside employers for our graduates, and the acceptance of our graduates

into some of the finest graduate programs in the country attest to our effectiveness.

III.1.a FHD Undergraduate Student Profile

As is typical for this kind of program, few freshmen enter the university aware of this degree and thus few freshmen choose to major in Family and Human Development (as can be seen in Table 4). As students matriculate through their freshman and sophomore years, or transfer from the community colleges, they learn about this academic discipline, the major, and our faculty, and they transfer into the FHD program. Although we average about 600 majors (increasing to over 850 most recently – see Tables 1 and 2), a typical freshman class has less than 40 students.

Table 4: FHD and SOC Undergraduate Majors by Academic Status

FHD Majors (Fall)	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Freshmen	28	37	28	38	31	39	54	38
Sophomore	50	72	93	103	123	139	143	148
Junior	96	128	160	213	224	300	321	297
Senior	144	142	164	190	265	318	369	378
SOC Majors (Fall)	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Freshmen	17	44	56	55	56	59	49	49
Sophomore	33	44	101	103	134	144	153	117
Junior	94	102	137	192	239	285	317	300
Senior	133	127	154	193	260	323	339	365

About 94% percent of the FHD students are women (see Table 5). White students make up the majority of FHD majors. Around 20% of our students are Hispanic. Fewer American Indian, Asian American, and African American students select this major. The diversity of the student population in FHD is consistent with the diversity of the student population in the College.

Table 5: Undergraduate Student Profile

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	
Total Undergrad Headcount (Fall)	318	379	445	544	643	1251	887	861	
% Women	94.0	95.0	93.9	93.8	93.3	93.0	92.7	93.1	
% Ethnicity	American Indian	2.5	.5	2.9	3.3	2.5	1.6	1.2	2.6
	Asian American	2.8	3.7	3.6	3.5	2.6	2.8	2.6	2.9
	Pacific Islander	0	0	0	0	0.3	0.5	0.5	0.7
	African American	2.8	3.7	3.6	3.5	2.6	2.8	2.6	2.9
	Hispanic	13.2	15.3	15.5	16.7	20.8	20.5	21.3	24.2
	2 or More Races	0	0	0	0	1.2	1.6	2.4	3.6

	White	69.8	68.3	67.4	66.4	62.7	60.9	60.4	54.2
	Unknown	3.2	3.7	4.0	3.5	3.0	2.5	0.9	0.8
% Minority Total		26.7	27.4	28.1	30.0	34.2	36.2	38.1	44.5
% International		0.3	0.5	0.4	0.2	0.2	0.4	0.6	0.5
Total Degrees Awarded		108	114	152	174	246	297	309	

III.1.b Assessment of the Undergraduate FHD Program

Enrollment Patterns. Although this assessment shows dramatic increases in the number of students choosing an FHD major and minor, most students who select the FHD offerings do so during their sophomore or junior year (see Table 4). Because most of the courses required for the major are upper-division, students who chose to be in this program later in their college career are still able to remain on-track for timely graduation. Still we have taken steps to increase the visibility and awareness of our program among freshmen and sophomores. This includes our participation in College and University Programs such as Orientation Fairs, ASU Undergraduate Admissions Summer Training programs, and Freshmen seminars (three sections of FAS 191). Further, because we previously offered so many upper-division courses, we revised our course FAS 330--Growth in Personal Relationships and now offer it as FAS 101 to attract new majors to the FHD program. Finally, FHD faculty and advising staff developed a curriculum “Roadmap” that charts the sequence and semesters during which required courses should be taken to assist undergraduates in making timely progress toward their graduation.

Student Learning Outcomes Assessment. Specific skills provided in the FAS/CDE major include:

1. *Research Skills.* FHD undergraduate students will be able to locate and consult primary and secondary source materials relevant to family /human development research; collect, analyze, and interpret research findings; demonstrate an understanding of methodological strengths/weaknesses, interpret results of family/developmental research.
2. *Communication and Technological Skills.* FHD undergraduate students will be able to organize and prepare substantive writing projects that are coherent, cogent, and grammatically correct using current appropriate formats; effectively plan, deliver, and evaluate oral presentations in individual and group formats; make effective use of technological advances in communicating and producing products.
3. *Analytic Skills.* FHD undergraduate students will demonstrate critical thinking, logical and creative problem-solving; application of theories and conceptual frameworks to a variety of professional situations in teaching, research, therapy, intervention, and analyses of public policies impacting families and children; and the ability to analyze and evaluate written/verbal information.
4. *Direct Practice Interpersonal Skills.* FHD undergraduate students will develop problem solving, collaborative, and self-change skills that contribute to relationship, professional, and life satisfaction, including the ability to work with children, adults, families, and other professionals as part of transdisciplinary intervention teams. Students develop the capacity to work professionally in ways that are sensitive to diverse cultural and ethnic backgrounds and maintain ethical standards.

Degree programs at ASU conduct annual learning outcome assessments. Our annual outcome assessment of the FHD major and minor evaluates whether:

1. Students can identify hallmarks of human development that are indicators of individual well-being.
2. Students can identify contextual influences on human development that are related to the well-being of individuals and families.

Every year, using specified performance criteria developed in conjunction with ASU’s Office of Evaluation and Educational Effectiveness, we exceed our criteria for both outcomes.

Student Satisfaction. Student satisfaction data clearly indicate that our graduates consistently have exceptionally high regard for their experience as FHD undergraduate majors (see Table 6). Overall academic experience, faculty concern, availability of courses, and advising are particular “points of pride.” Our graduating seniors’ report-card ratings for computer skills, writing skills, and communication skills are improving and are consistent, if not better than, those for the College of Liberal Arts and Sciences as a whole. Nonetheless, we look to improve those ratings in the future. We expect that careful attention to student achievement in these specific academic areas will contribute to improvements in these student satisfaction areas.

Table 6: Undergraduate Student Satisfaction Survey FHD¹

Student Satisfaction Item	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	College 2012-13
Speaking clearly and effectively	61%	60%	62%	64%	71%	68%	67%	68%
Using computing and IT	67%	56%	63%	64%	69%	71%	74%	63%
Writing clearly and effectively	68%	73%	70%	66%	77%	76%	75%	75%
Acquiring work-related knowledge and skills	65%	73%	72%	78%	74%	74%	77%	63%
Overall academic experience in major	93%	96%	97%	98%	97%	95%	96%	92%
Concern of faculty for individual students	87%	80%	83%	84%	89%	85%	87%	83%
College/Department advising on courses and requirements	93%	89%	95%	88%	89%	89%	89%	85%
Availability of required courses	73%	72%	70%	82%	84%	88%	89%	77%

¹ From Graduating Senior Report Card. Percentages based on number of students who responded “Effectively” or “Very Effectively” or “Satisfied or Very Satisfied” when asked about these areas.

III.2 Undergraduate Program in Sociology

Undergraduate students majoring in Sociology (SOC) must complete (1) a minimum of 30 semester hours of Sociology course work, (2) 15 hours additional hours in closely related fields in Social and Behavioral Sciences, and (3) all university and College of Liberal Arts and Sciences (CLAS) requirements. The minor in SOC requires 18 semester hours in Sociology with a minimum grade of “C”, of which 12 hours must be upper-division, with at least six upper-division hours completed at the Tempe campus. *See Appendix B for the SOC B.S. map of course requirements.*

Suggested emphasis in closely related fields in Social and Behavioral Sciences may include Human Services (with possible careers in programming, administration), Criminal Justice (with possible careers in corrections, rehabilitation, law enforcement), Education (with possible careers in teaching, research), Government (with possible careers in legislation, city planning), Social Science Research

(with possible careers in data analysis, market research), Environment and Society (with possible careers in sustainability), and Business (with possible careers in public relations, administration). A major in SOC paired with a particular emphasis opens a range of possible career opportunities.

The goals for the undergraduate program in SOC are to have students:

1. Apply sociological knowledge and concepts in the community;
2. Able to reason theoretically, and to critique and apply sociological concepts;
3. Be skilled at communicating their ideas orally and in writing;
4. Be able to design a simple research project;
5. Collect and analyze research data;
6. Understand and utilize statistical and computing skills.

The faculty associated with the undergraduate program in SOC are committed to providing a comprehensive curriculum that prepares students to successfully enter the work force or continue toward an advanced degree. A wide variety of teaching methods are utilized by faculty including case studies, small group interactions, discussion boards, and lectures as well as student papers, projects, and oral presentations.

III.2.a SOC Undergraduate Student Profile

As is the case with our undergraduate degree in FHD, few freshmen choose to major in SOC (see Table 4), although the SOC 101 class offered on the Tempe campus has extremely large enrollments. For example, in Fall 2014, seven in-person sections of SOC 101 were offered, with a total enrollment of approximately 3,000 students (and an additional 250 students taking the course online). As students learn more about this academic discipline, the major, and our faculty they transfer into the SOC program. Although we have had an average of about 600 majors (increasing to over 800 most recently – see Tables 1 and 2), a typical freshman class has less than 50 students majoring in Sociology. Thus, as with FHD undergraduate students, most students who declare sociology as their major do so in their sophomore or junior year, and the number of students making this choice is increasing dramatically (see Table 4).

Around 65% percent of the undergraduate SOC students are women (see Table 7). White students make up the majority of SOC majors. Around 20% of our students are Hispanic. Fewer American Indian, Asian American, and African American students select this major. The diversity of the student population in SOC is consistent with the diversity of the student population in the College.

Table 7: SOC B.A./B.S. Student Profile

		2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
SOC Undergrad headcount (Fall)		277	317	448	543	689	811	858	831
% Women		68.6	72.2	63.4	61.0	62.6	63.0	65.2	65.3
% Ethnicity	American Indian	3.6	3.5	2.7	1.8	1.9	1.7	1.9	1.9
	Asian American	4.0	4.1	4.7	5.0	3.6	3.0	4.1	4.1
	Pacific Islander	0	0	0	0	0.2	0.3	0.4	0.5
	African American	8.7	9.2	11.4	11.8	12.1	12.3	12.5	13.0
	Hispanic	19.2	18.7	18.8	19.9	18.6	17.8	21.0	21.4
	2 or More Races	0	0	0	0	1.5	2.1	4.1	6.2

	White	58.1	57.7	55.4	54.9	56.8	61.0	54.0	50.8
	Unknown	5.4	6.0	6.5	6.1	4.6	1.7	1.5	1.2
% Minority Total		35.5	35.6	37.6	38.5	37.7	36.9	43.6	47.1
% International		1.1	1.0	0.7	0.7	0.9	0.4	1.0	1.0
Total Degrees Awarded		107	106	116	149	229	271	290	

III.2.b Assessment of the Undergraduate SOC Program

Enrollment Patterns. Similar to the FHD program, this assessment shows a dramatic increase in the number of undergraduate students choosing SOC as either a major or a minor. Most students who select the SOC major do so during their sophomore or junior year (see Table 4). Because most of the courses required for the major are upper-division, the students who become aware of this program rather late in their college career are able to remain on-track for timely graduation. Nonetheless, we have taken steps to increase the visibility and awareness of our Sociology program among freshmen and sophomores. This includes our participation in College and University Programs such as Orientation Fairs, ASU Undergraduate Admissions Summer Training programs, and Freshmen seminars. In addition, SSFD faculty and advising staff developed a curriculum “Roadmap” that charts the sequence and semesters during which required courses should be taken to assist undergraduates in making timely progress toward their graduation.

Student Learning Outcomes Assessment. Specific skills provided in the SOC major include:

1. *Research Skills.* SOC students will be able to locate and consult primary and secondary source materials; collect, analyze, and interpret research findings; demonstrate an understanding of methodological strengths/weaknesses, interpret results of sociology research.
2. *Communication and Technological Skills.* SOC students will be able to organize and prepare substantive writing projects that are coherent, cogent, and grammatically correct using current formats; effectively plan, deliver, and evaluate oral presentations in individual and group formats; make effective use of technological advances in communicating and producing products.
3. *Analytic Skills.* SOC students will demonstrate critical thinking, logical and creative problem-solving; application of theories and conceptual frameworks to a variety of professional situations in teaching, research, therapy, intervention, and analyses of public policies; and the ability to analyze and evaluate written/verbal information.
4. *Direct Practice Interpersonal Skills.* SOC students will develop problem solving, collaborative, and self-change skills that contribute to professional satisfaction. Students develop the capacity to work professionally in ways that are sensitive to diverse cultural and ethnic backgrounds and maintain ethical standards.

Degree programs at ASU conduct annual learning outcome assessments. Our annual outcome assessment of the SOC major and minor evaluates whether:

1. Students can identify key sociological concepts that are critical to understanding social institutions and social change.
2. Students can identify cross-cultural variations that are indicants of well-being in social institutions.

Every year, using specified performance criteria developed in conjunction with ASU’s Office of Evaluation and Educational Effectiveness, we exceed our criteria for both objectives.

Student Satisfaction. Student satisfaction data clearly indicate that our graduates consistently have exceptionally high regard for their experience as SOC majors (see Table 8). Overall academic

experience, faculty concern, availability of courses, and advising have particularly high ratings. Our graduating seniors' report card ratings for computer skills, writing skills, and communication skills are consistent with those for the College of Liberal Arts and Sciences as whole. Nonetheless, these represent areas for improvement in the future.

Table 8: Undergraduate Student Satisfaction Survey SOC B.A./B.S.¹

Student Satisfaction Item	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	College 2012-13
Speaking clearly and effectively	66%	62%	71%	67%	69%	65%	67%	68%
Using computing and IT	64%	54%	65%	66%	68%	66%	65%	63%
Writing clearly and effectively	77%	62%	72%	62%	75%	76%	78%	75%
Acquiring work-related knowledge and skills	58%	54%	59%	68%	70%	62%	60%	63%
Overall academic experience in major	95%	95%	93%	92%	96%	96%	93%	92%
Concern of faculty for individual students	88%	90%	82%	82%	80%	80%	83%	83%
College/Department advising on courses and requirements	86%	98%	88%	84%	87%	91%	90%	85%
Availability of required courses	79%	89%	81%	78%	83%	88%	88%	77%

¹ From Graduating Senior Report Card. Percentages based on number of students who responded "Effectively" or "Very Effectively" or "Satisfied or Very Satisfied" when asked about these areas.

III.3 Online Undergraduate B.S. Degrees and Enrollments in SSFD

SSFD began offering a Bachelor's of Science (B.S.) degree in FHD and a Bachelor's of Science (B.S.) degree in SOC fully online through the ASU Online program in the Spring of 2011. We were among the first units at ASU to offer fully online degrees. The requirements for the degrees are the same as the face-to-face programs; students just complete all of their coursework online rather than attending classes.

Online programs, however, have structural differences from the regular face-to-face courses. As is typical for degree programs offered through ASU Online, our courses are offered across six sessions throughout the academic year: Fall A, Fall B, Spring A, Spring B, Summer A, and Summer B. The Fall and Spring sessions are 7.5 weeks long and the Summer sessions are 6 weeks long. Together, Fall sessions A and B span the same time as a traditional semester, as is true of Spring A and B Sessions. Although these courses are accelerated, they are not abbreviated. Students cover the same amount of coursework to earn their course credits; they just do it in approximately half the time. Due to this accelerated nature, the recommended student course load is two courses per session. Our ASU Online degree programs embody the core values of ASU and SSFD including *innovation*, *excellence*, and *access*.

SSFD online courses make use of a variety of technologies to deliver high-quality online course content. To support faculty in creating and delivering high-quality courses, we have the assistance of an ASU Online Instructional Designer. We also have created a strong infrastructure within SSFD. For example, we have an SSFD Coordinator of Online Programming who helps faculty with online materials, who provides brown bags to keep faculty up-to-date on technology and associated changes, and who

consults with faculty about online issues. Faculty develop materials that create an engaging and stimulating online classroom. Technology enables us to give audio/video lectures, have online discussions, and include videos that contextualize and illustrate course concepts, as well as assess learning through assignments and online exams.

Assessment of student learning does not rely solely on multiple-choice exams, but also includes interactive online discussion boards as well as written assignments and projects. Our online courses typically include weekly online discussions that allow students to engage with the material, interact with each other, and see connections between course material and real-life experiences. Students are placed into smaller groups in each course to encourage and facilitate effective discussions, real interaction, and to make connections with each other. In the majority of our courses, students also demonstrate their learning through at least one written assignment or experiential project. A key strength of our online degree programs is their ability to expand access to education to a more diverse group of students. Our online student population for the 2013-2014 academic year (the most recent data available) was composed of 41% minority students (see Table 9).

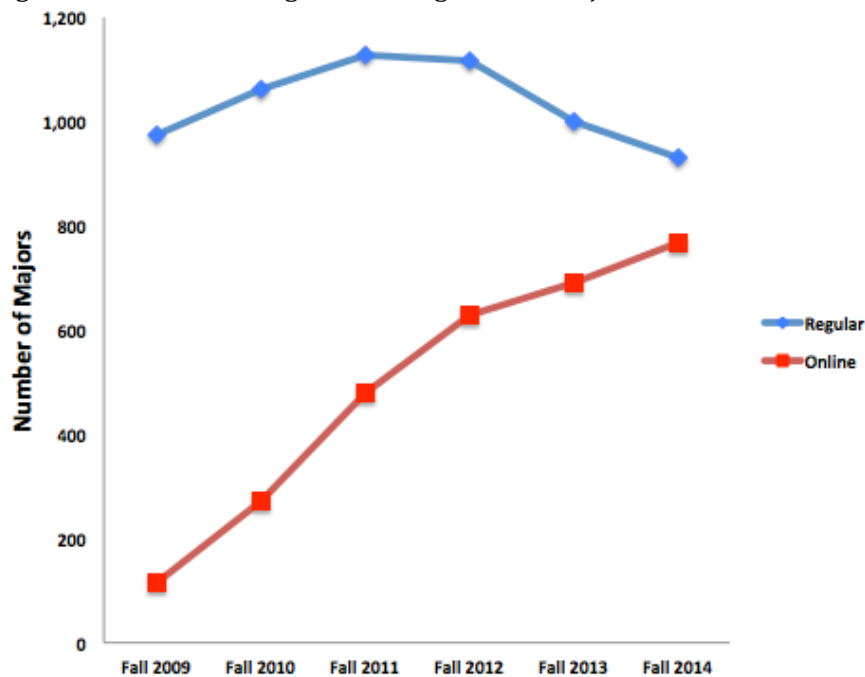
Our online majors tend to be significantly older than our on-campus majors with the average age of students being in their early 30s. These students are typically coming to ASU Online to complete a degree they began previously. Over 90% of these students were admitted to ASU as transfer students or were readmitted to ASU. Many of these students have life circumstances that would prevent them from being able to obtain a degree that required on-campus attendance. Students are admitted to ASU Online and begin taking courses in any of the six sessions throughout the academic year.

Table 9: SSFD Online Undergraduate Major Student Profile (Combined for FHD and SOC)

ASU Online		2011-2012	2012-2013	2013-2014	2014-2015
Majors Headcount		478	627	691	768
% Women		89.2%	91.5%	94.3%	
% Ethnicity	American Indian	1.3%	1.8%	0.4%	
	Asian American	2.1%	0.9%	2.1%	
	Pacific Islander	1.3%	0%	0%	
	African American	9.6%	9.7%	11.9%	
	Hispanic	15.8%	23.3%	17.4%	
	2 or More Races	2.5%	3.5%	2.5%	
	White	65.8%	59.0%	65.7%	
	Unknown	1.7%	1.8%	0%	
% Minority Total		34.2%	34.3%	41.0%	
Average Age		33	33	31	
Admission Type	Transfer	76.9%	82.4%	76.3%	
	Readmit	16.4%	8.4%	15.7%	
	FTF	5.5%	7.9%	3.4%	
	2nd degree	1.2%	1.3%	4.6%	
Degrees Awarded		447	562	622	

As can be seen in Table 9, the number of online majors has increased each year whereas the trend in face-to-face majors is declining. As can be seen in Figure 2, the slopes of the regular and online trends have been moving in opposite directions over the past 3 years, and online majors now almost equal the number of regular majors in SSFD.

Figure 2: Online and Regular Undergraduate Majors in SSFD Since 2009



This increase is also true for overall online enrollments, increasing from a total headcount of about 4,700 students in 2011-2013 (the first year of online course offerings) to over 5,500 in 2013-2014. For the coming year, we are anticipating another increase to about 6,700 students enrolled in our online courses – representing a 40% increase since we began offering our courses online. Part of this increase is due to the exciting and important new ASU-Starbucks partnership in which Starbucks will pay for the final 2 years of online undergraduate education at ASU as part of its benefits for its employees (<http://globalassets.starbucks.com/assets/39415f5a386a47259479e9f553246eef.pdf>).

The growth in our online programs has increased the need for online instructors and advising. We have met this challenge by hiring new teaching faculty and a new online advisor. We also provide grading assistance to online instructors. Additionally, we have an active program that provides an opportunity for instructors to learn new techniques, technologies, and methods and to share “best practices”. Funding provided by the online program allows us to do this. Moreover, this funding is also used to support the research and scholarly infrastructure within SSFD. As such, the online program represents a critically important area that not only serves our students but also provides important resources that support the overall mission and efforts of SSFD’s faculty and programs.

In terms of assessment, the online degrees are not considered separate from our traditional offerings. Thus, comparisons of outcomes between the two cannot be made.

III.4 Other SSFD Undergraduate Programs

In addition to our degree programs, we offer a variety of other programs for undergraduates in SSFD. These programs are designed to enhance the undergraduate experience, to provide advanced

preparation and professional development for those students desiring more than the coursework in the degree programs, and to support SSFD undergraduate students in pursuit of their goals.

III.4.a Community and Research Internships

Family and Human Development and Sociology undergraduate students have the option of completing an internship with a community agency of their choosing in their junior and/or senior year. Enrollment in the internship course averages 18 students in the Fall semester and 30 students in the Spring semester. Students also gain course credit and experience for enrolling in independent research internships in which they work directly with faculty and graduate students in faculty-sponsored research projects. Over 200 students each year participate in these research internships.

Students may take the internship course for 1-12 credit hours and internship hours can be earned over multiple semesters. Students spend 40 hours at their internship site over the course of the semester for each credit hour earned. The typical student enrolls in the course for three credits, and thus spends a minimum of 120 hours at the community agency. This option helps SSFD meet ASU's mission of enhancing local impact and social embeddedness.

Students attend a pre-internship orientation in the semester prior to the internship. At orientation, they are given information on potential internship agencies or the training for the research. For the community internships, students are taught how to make initial contact with an agency and how to interview for a placement. They are also encouraged to interview the agencies themselves in order to find a placement that is most suitable for them. For the research internships, they meet with their faculty mentors to learn about the protocols involved and how to prepare for the research, including human subjects and ethical practices in conducting research with human participants. There is a 2.5 minimum GPA requirement to complete an internship.

In addition to time spent at the internship site, students attend seminars/lab meetings at ASU designed to support them in their internship. Topics for these sessions include legal and ethical issues; understanding and using supervision; rapport building; understanding cultural differences and their implications; and career opportunities, graduate school, resumes, and interviewing for a job.

An important measure of student learning outcomes is the evaluation of students in Internship. His or her supervisor from the agency or organization evaluates each student where the practicum was completed. Students are rated on a scale ranging from 0 (fail) to 4 (outstanding) on items aligned with SSFD program goals and skills including overall problem-solving ability, verbal and written communication skills, work habits and characteristics that include interpersonal and direct practice skills, and an overall rating of the intern. Organizations also include ratings for work assignments specific to the individual student and agency, and can choose to include additional items. Students typically receive very high marks from the organizations with whom they are placed. Annually, virtually all of our students are rated "good" or "outstanding" in their overall evaluations with well over 90% rated as "outstanding." Students receive high ratings for problem solving abilities, communication skills, and work habits. Agencies overwhelmingly report that our students are well prepared in academic knowledge, as well as problem-solving abilities, communications skills, and work habits, and a number of our partnering internship agencies express great interest in hiring our students after graduation. Many of the research interns go on to graduate school of some kind.

III.4.b Undergraduate Honors Program

We work with our students enrolled in the Barrett's Honors College to provide them an enhanced educational experience. In the last 2 years, we have created a number of programs to improve our Honors

program. Several honors-only seminars are available to students, allowing for small enrollments and more “graduate-level” teaching to the Barrett Students.

Further, as a school, we have added more programming for Honors students. Each semester, we offer a number of meetings for students to discuss applying to graduate school and completing one’s honor’s thesis. These meetings provide students a time to connect with faculty. We have also instituted a “coffee-chat” program that allows a student to take a faculty member to coffee to discuss research, honors’ contracts for courses, and their theses.

The programs are still in their infancy, and students have expressed enthusiasm for the opportunities thus far. We have also added an Honors Project Competition that awards a cash prize to one honor’s student for the best thesis. We plan to continue to improve the honors program and have begun to use Social Networking to communicate and improve networking with the Barrett Honors students.

III.4.c Community Action Research Experiences (CARE) program

The Community Action Research Experiences (CARE) program builds community capacity through a course sequence that forms partnerships between student researchers (graduate and undergraduate students) from diverse disciplines and nonprofit organizations serving individuals and families in Maricopa County. Through these partnerships, research questions are developed that help these community organizations increase their effectiveness.

The mission of the CARE program is to: 1) make the students’ research-related knowledge and resources available to community organizations that have information and research needs, 2) increase the organizations’ evidence-based practices and effectiveness, and 3) increase students’ action research skills as well as their capacity for leadership. This mission relates to SSFD’s mission of enhancing the well-being of individuals, families, and social institutions. The CARE program mission also relates to SSFD’s core value of having “Impact and Outreach” by studying issues that have “meaning and impact” and can “make a difference in people’s lives.” Moreover, the CARE program mission serves ASU’s mission to “Enhance our local impact and social embeddedness.”

Structure. The program is administered by a faculty Coordinator who teaches the two program course sequence. CARE 1 - Community Collaboration in Research (FAS/SOC 460/FAS 598) orients students to leadership, guides students in collaborating with a community agency, and helps students to develop a proposal for their action research project. CARE 2 - Research Internship (FAS/SOC 484/FAS 584) guides students in data collection, analysis, and in preparing their professional report and presentation to their community partner. The CARE Coordinator administers the program.

The strengths of the CARE program are that it:

1. Provides an intensive professional development opportunity for talented students.
2. Provides training in action research that expands the range of SSFD’s research initiatives.
3. Exposes graduate students to alternative career paths (to academia).
4. Provides community not-for-profit organizations with valuable knowledge that they implement immediately to improve their effectiveness.

Table 10: Undergraduate Enrollment for the CARE program

	2009-10	2010-11	2011-12	2012-13	2013-14
Undergraduate Headcount (Fall)	10	11	12	12	11
Honors thesis completed	3	7	9	8	8

Accomplishing the mission and goals of the program necessitates an intensity of experience that limits program enrollment to 10 to 12 students per cohort (see Table 10). The sustainability of the program depends on expanding enrollment in the courses and by engaging more faculty.

III.4.d Child Life Certificate Program

Child Life Specialists work in allied health fields to promote effective coping among children and their families when they face challenges related to the child’s healthcare. The Child Life Council, a national organization, certifies Child Life Specialists. At the present time, individuals become certified if they: complete a Bachelor’s degree that includes courses related to child life (with one course taught by a Child Life Specialist); pass a national qualifying exam that tests for competencies in 10 areas; and complete a 480 hour, post-Bachelor’s clinical internship under the supervision of a Child Life Specialist. The Child Life Certificate program was jointly proposed in the Spring semester of 2011 by SSFD and by the Recreational Therapy Program in ASU’s School of Community Resources and Development to help students meet these requirements. Faculty from both Schools administer the program.

The Child Life Certificate has a three-fold mission: (a) to prepare students for the national qualifying Child Life exam, (b) to increase their competitiveness for post-Bachelor Child Life internships by providing them with a supervised practicum at a local health care facility, and (c) to give students guidance and direction toward future employment as a Child Life Specialist. This mission strongly exemplifies SSFD’s mission of enhancing the well-being of individuals, families, and social institutions through innovative instructional excellence and active community involvement. It also underscores SSFD’s efforts to be a leader in translating scientific knowledge into solutions for pressing problems related to families. Moreover, it serves ASU’s mission to enhance our local impact and social embeddedness.

Structure. Students who apply to the program must have a 3.00 GPA and have taken a lower level child development course. To earn the certificate, students accepted into the program complete seven courses from combined offerings within SSFD and the Recreational Therapy Program. One of the final required courses is a capstone experience - a practicum at a local hospital under the supervision of a Child Life Specialist. Offering this capstone experience requires coordination across available health care systems (see Table 11). In addition, the governing faculty value input from practicing Specialists in order to keep the program current. To these ends, the Certificate Program has an Advisory Board composed of Child Life Specialists from local health care delivery systems.

Table 11: Child Life Specialist Practicum Placements

Practicum Placement	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015
Banner Thunderbird Children Center		2			1
Cardon Children’s Medical Center	2	1	1		1
Children’s Rehabilitation Services		2			2
Arizona Children’s Center at Maricopa Medical Center		1			1
Scottsdale Healthcare at Shea		2			1

The Child Life Certificate is an intense, specialized, and high quality educational program that trains students to enter into an allied health profession. It is the only program of its kind in Arizona. Moreover, faculty are involved in the program’s governance have made efforts to integrate the students into the local Child Life Community through twice a year social events with the Advisory Board, and through their capstone course. Those students who have graduated with the certificate have been successful in obtaining highly competitive post-bachelor internships.

Faculty administering the program have faced two key issues since the program began. First, the pool

of students who applied to the program included both undergraduates and individuals who already had their bachelors but were re-careering. After beginning the program, some undergraduates decided on different career paths. Concurrently, the re-career students decided to take only courses that they lacked in their undergraduate program, but were required to take to become certified, and then dropped out of the program (see Table 12 for attrition rates). As a result, we now clearly articulate the demands of the program when interviewing applications. We also advise post-bachelor applicants to enroll in the coursework they lack prior to admitting them into the certificate program.

Table 12: Child Life Specialist Application, Enrollment, and Completion Counts

Year	Number Applicants	Number Admitted	Number Withdrawn	Number Discontinued	Total Attrition	Graduated
Fall, 2011	10	6	0	4	4/6 67%	2
Spring, 2012	15	10	0	8	8/10 80%	1
Fall, 2012	13	7	3	0	0%	0
Spring, 2013	16	6	4	1	1/6 16%	0
Fall, 2013	9	1	2	0	0%	0
Fall, 2014	10	7	1	NA	NA	NA

The second issue reflects changes in the standards that will be required to become a certified Child Life Specialist by the national Child Life Council. Although a Bachelor’s degree is the current standard, the Child Life Council has established that as of 2022 “...to establish eligibility for certification, candidates will be required to hold either a master’s degree in child life OR a master’s degree with a concentration or emphasis in child life” (e.g., M.S. in Human Development & Family Studies with a concentration in Child Life). To be responsive to this change, we are exploring ways that SSFD’s new online Family and Human Development Master’s program can meet this requirement. We have designed two new courses that would be offered, and have identified a Child Life Specialist who can teach both courses as an adjunct faculty. Moreover, the online Master’s program requires a culminating capstone project. Students building a concentration in Child Life could seek out a practicum with a Child Life Specialist community in their area to meet this requirement. The Child Life Certificate program would end once this option to the online Master’s program is in place. We anticipate that moving in this direction will serve a larger number of individuals interested in a Child Life career because an online program will not be restricted to the Phoenix metro area. Moreover, we anticipate a higher completion rate by students in this new option given that those who seek a Master’s program are often more settled in their career path than is the typical undergraduate.

III.4.e Working with Military Families Certificate Program (Fall 2015/Spring 2016)

Many of our nation’s armed service personnel and their families have faced long, and at times multiple, deployments in combat zones. As a result, our society faces an increased need for professionals with an understanding of the specialized needs of veterans and their families as these veterans are reintegrated into a non-combatant life style. The Working with Military Families Certificate is designed to train individuals to help meet this need. Specifically, the certificate focuses on issues related to military family life including deployments, transitions, coping with stress, psychological and physical trauma, and death. In addition, the certificate program explores career opportunities for working with military families in the areas of education, health, counseling, and social services.

The mission of the Working with Military Families Certificate is to prepare future leaders to work with

military families in the students' given professions. This goal strongly reflects SSFD's mission of enhancing the well-being of individuals, families, and social institutions through innovative instructional excellence and active community involvement. In addition, it exemplifies SSFD's efforts to be a leader in translating scientific knowledge into solutions for pressing problems related to families and their social worlds. Further, it serves ASU's mission to "Enhance our local impact and social embeddedness [by providing]...Arizona with an interactive network of teaching, learning, and discovery resources that reflects the scope of ASU's comprehensive knowledge enterprise

Structure. This certificate will be jointly governed by faculty from SSFD and ASU's ROTC. To earn the certificate, undergraduate students must successfully complete five 3-credit courses that focus on Human Development, Family Relationships, ROTC Leadership, and Military Family Systems. Successful completion of these courses will not only result in the certificate, but will also confer in a minor in FHD.

Faculty from SSFD and the ROTC have submitted a proposal to offer this certificate to undergraduate students. University approval of new certificates is a multi-step process. We anticipate the certificate program will be in place Fall 2015 or Spring 2016. Anticipated enrollment is listed in Table 13.

Table 13: Anticipated Enrollment in Military Families Certificate Program

	2015-2016	2016-2017 (Yr. 1 + new entering)	2017-2018 (Yr. 1 & 2 + new entering)
Number of Students	12	20	28

III.4.f Undergraduate Scholarship Support

SSFD is fortunate to have scholarships available to undergraduate students who major in one of our degree programs. The Monts, Fitch-Craig, Kirkman, Wilde Family, Butterfield, and Hudson Scholarships provide between \$1,000-\$4,000 awards to approximately 10 students each year (in some years we can give more students smaller awards). We hold a scholarship ice-cream social during the Spring semester to honor the recipients and their families, as well as the donors when possible. In total, each year we provide \$25,000 to \$30,000 in scholarship funds to SSFD undergraduate majors in SSFD.

III.5 Overall Undergraduate Program Analysis

Undergraduate Program Strengths. Our undergraduate program has maintained a high quality despite the fact that our enrollments have increased substantially for both FHD and Sociology. Specifically as can be seen in Table 14, student credit hours have increased since the academic year of 2006-2007. As noted previously, SSFD currently generates over 30,000 undergraduate student credit hours per semester. Thus, the class sizes of courses taught in SSFD have concurrently increased.

Table 14: SSFD Enrollment Patterns

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Lower Division Undergrad Student FTE	691	717	733	651	767	804	605	714
Upper Division Undergrad Student FTE	1,112	1,076	1,163	1,825	1,727	2,109	1,953	1,792
Totals:	1,803	1,793	1,896	2,476	2,494	2,913	2,558	2,506

Lower Division Undergrad Student Credit Hours	10,372	10,751	10,992	9,770	11,506	12,057	9,069	10,706
Upper Division Undergrad Student Credit Hours	13,344	12,910	13,955	21,902	20,719	25,305	23,431	21,506
Totals:	23,716	23,661	24,947	31,672	32,225	37,362	32,500	32,212

Other strengths of the program include the numerous opportunities for students to create individualized instruction. Specifically, students may choose to complete fully online majors, allowing for flexibility in schedule and physical location. We also have developed programs that give students excellent career/applied experiences. We have two certificate programs that offer specialized training and lead many students to careers in related fields. Our internship program provides students the opportunity to gain applied experience, and the CARE program allows students to make connections between research and the community (meeting one of ASU’s missions to establish local impact). Students also report high satisfaction with their experiences in SSFD upon graduation.

Challenges of the SSFD Undergraduate Programs. Although there are numerous strengths in SSFD, one area for improvement involves freshmen enrollment and retention. Freshmen enrollment remains relatively small. As such, our freshmen persistence data are quite low (see Table 15). Six-year graduate rates for freshmen who began in our program were only available from 2006-2007 and 2007-2008, with rates between 27%-30% (compared to a 50% graduation rate for the University). We expect that these percentages will increase as more data are available and as our freshmen enrollments increase. In addition, the College of Liberal Arts and Sciences, in conjunction with a consulting agency, is beginning a systematic effort to increase freshmen retention rates, and SSFD faculty are taking part in these efforts. We believe that this will also contribute to increasing our freshmen retention.

Table 15: Graduation Rates of First-time, Full-time Freshmen Entering Cohort

Cohort	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Headcount of First-time, Full-time Freshmen Entering Cohort	30	59	52	43	44	52	48
Dept. Graduation Rate¹	30.0%	23.7%					
ASU Graduation Rate¹	56.7%	50.9%					

¹ Percentage of first-time, full-time freshmen cohort who graduated in 6 years

We also have taken some significant steps that should help in retaining sophomores and upper division students once they declare our major or minor. Our undergraduate advising continues to be a significant strength as evidenced by the fact that our advisors continue to be regular nominees for advising awards and that our graduates continuously rate their advising experiences high. We also have meetings for students to provide information about careers, internships, research practica, and graduate school as well as a less formal social setting during which students can get to know our faculty and academic advisors. The program invites freshmen to an informal “Welcome Fair” that offers them an opportunity to see many of our School’s offerings (i.e., Child Life Certificate, internships, Undergraduate Research Assistant opportunities). The event is set up as a fair, so students are able to socialize with faculty and advisors as well as connect with other students in the program.

Additionally, we have changed the structure for the administration of our undergraduate programs and events. Typically, we have relied on tenured/tenure-track faculty to fill the undergraduate

administrative positions on a rotating basis. This has created challenges in finding faculty who can get up to speed quickly and sustain the programs and events. Beginning Summer 2015, a non-tenure track faculty member will take over the leadership of the undergraduate programs on a permanent basis – providing more continuity and expertise going forward.

Summary. SSFD has developed a high quality, diverse set of educational experience for undergraduates enrolled in its major and minor programs. Further, there is ample evidence that SSFD has successfully adapted to increased enrollment pressures by developing different alternatives from which students can choose. Faculty have also incorporated the latest technological advances into the course offerings to maximize their educational efforts.

IV. SSFD GRADUATE EDUCATION

The tables below (Tables 16 and 17) provide information on the degree programs offered by SSFD. We currently offer an online terminal Master’s of Science (M.S.) degree in Family and Human Development (FHD) and two professional terminal Master’s of Applied Sciences (M.A.S.) degree programs in Marriage and Family Therapy (MFT) and Infant-Family Practice (IFP). Beginning in the Fall of 2015, we also will offer an online terminal Master’s of Arts (M.A.) degree in Sociology. In terms of doctoral training, we currently offer a Ph.D. program in Family and Human Development and will also offer a newly designed Ph.D. in Sociological Inquiry beginning in the Fall of 2015.

Table 16: Current Graduate Degree Programs Offered by Unit

Graduate Degrees		2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Total Graduate Student FTE		61	65	94	106	107	146	127	123
FHD PHD	Fall Enrollment (headcount)	30	36	36	31	34	47	41	40
	Degrees Awarded	2	3	9	2	2	8	3	-
FHD MS	Fall Enrollment (headcount)	6	20	4	2	2	5	3	5
	Degrees Awarded	2	10	9	0	6	5	8	-
MFT	Fall Enrollment (headcount)	-	-	29	37	36	35	33	37
	Degrees Awarded	0	0	13	16	19	16	16	-
IFP	Fall Enrollment (headcount)	-	-	20	22	22	14	17	24
	Degrees Awarded	0	0	0	16	18	21	13	-

IV.1 Doctoral Program in Family and Human Development

Aligned with ASU’s charter to promote research and discovery of public value, ASU’s mission to enhance social embeddedness and SSFD’s mission to understand and improve the lives of children, youth, and families, the Ph.D. program in FHD is designed to train high quality researchers in developmental and family science. The doctoral program differs from other programs at ASU through its primary focus on the structures, processes, and social relationships relevant to children, youth, and families. Table 17 presents admissions and profile data for this degree.

Table 17: Admissions and Profile for the Ph.D. in Family and Human Development

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	College 12-13	
Number of Applicants	20	25	30	25	31	52	41	34	2547	
Number of Admissions	7	13	12	9	13	21	15	8	674	
Number of New Students Enrolled	2	10	8	4	5	15	8	5	277	
Selectivity	35%	52%	40%	36%	41.9%	40.4%	36.6%	33.3%	26.5%	
Yield	28.6%	76.9%	66.7%	44.4%	38.5%	71.4%	53.3%	62.5%	41.1%	
Mean GRE	Verbal	505	497	458	572	562	493	552	580	552
	Quantitative	580	591	584	625	658	585	664	605	667
Headcount (Fall)	30	36	36	31	34	47	41	40	1532	
% Women	90%	91.7%	86.1%	90.3%	91.2%	91.5%	87.8%	85%	50.7%	
% Ethnicity	American Indian	3.3%	2.8%	2.8%	3.2%	2.9%	2.1%	0%	0%	0.9%
	Asian American	3.3%	8.3%	5.6%	6.5%	5.9%	4.3%	4.9%	5%	3.7%
	Pacific Islander	0%	0%	0%	0%	0%	0%	0%	0%	0%
	African American	0%	0%	0%	0%	0%	0%	0%	0%	1.4%
	Hispanic	10%	16.7%	25%	16.1%	20.6%	29.8%	26.8%	25%	6.7%
	2 or More Races	0%	0%	0%	0%	0%	0%	0%	0%	1.4%
	White	63.3%	52.8%	66.7%	74.2%	67.6%	59.6%	58.5%	60%	60.2%
	Unknown	16.7%	16.7%	0%	0%	0%	0%	2.4%	2.5%	1.8%
% Minority Total	16.7%	27.8%	33.3%	25.8%	39.4%	36.2%	31.7%	30%	14.1%	
% International	3.3%	2.8%	0%	0%	2.9%	4.3%	7.3%	7.5%	23.8%	
Degrees Awarded	2	3	9	2	2	8	3	-	214	

IV.1.a Program Structure

Students take core courses in family sciences, human development, research methodology, statistics, and diversity. The aim of the program is to train students to become researchers in an area of specialization in Family and Human Development. Students complete a total of 85 credit hours to earn their Ph.D. (55 credit hours for students entering the program with a M.S. degree). Credit hours are broken down into required courses, elective courses, and individual research requirements.

- **25 hours of required courses**
 - CDE 531 Theoretical Issues in Child Development (3 hours)
 - FAS 531 Theoretical Issues in Family Sciences (3 hours)
 - Diversity course Family (3 hours)
 - FAS 500 Research Methods (3 hours)
 - Multiple Regression (3 hours)
 - ANOVA (3 hours)
 - Advanced methods or Statistics (2 courses, 6 hours)
 - FAS 503 Professional Development

- **42 hours of elective courses (chosen with advisor)**
- **18 hours of individual research requirements**
 - CDE/FAS 599 Thesis (6 credits)
 - CDE/FAS 799 Dissertation (12 credits)

As part of their elective coursework, students may elect to complete one of three areas of specialization: (1) Measurement and Statistical Analysis, (2) Social and Emotional Development, or (3) Learning and Development. Other specializations are being considered (e.g., prevention/intervention science). Each specialization builds on the basic Ph.D. program in Family and Human Development but provides students with focused coursework and training in areas of strength within the unit. Opportunities to learn from faculty within and outside of SSFD are reflected in the specializations. Electives also provide the opportunity for interdisciplinary training as students can take courses in many different programs across the university and develop expertise in an area that is informed by multiple disciplinary approaches.

IV.1.b Program Analysis

All students in our doctoral program are full-time degree seeking students. Over the past 8 years (2006-2007 to 2013-2014), applications to our Ph.D. in Family and Human Development have fluctuated, ranging from a low of 20 applications (in 2006-2007) to a high of 52 applications (in 2011-2012 – see Table 17). On average, we receive about 31 applications per year and we admit an average of 12 students per year, yielding a mean selectivity rate of 39%. We successfully recruit more than half of those we admit ($M = 55.25\%$) to the program (range = 28.6% to 76.9%).

The students in our program are primarily female (> 85% in any given year) and the largest ethnic minority subgroup is Latinos, consistent with the state of Arizona's demographic profile. Currently, 30% of our doctoral students are ethnic minorities, with 25% being of Latino origin and 5% being of Asian American origin. We have a relatively small percentage of international students, averaging 3.5% across the 8-year period, with 7.5% of our students currently holding citizenship outside the US.

The indicator of quality available in Table 17 is the GRE scores of our students. The average score of our enrolled students is 527 for the verbal GRE score and 605 for the quantitative GRE score. Notably, the average verbal GRE scores of our most recently admitted group of doctoral students is the highest of any year in the past 8 years (580). Our students' GRE quantitative scores are also very strong, ranging from 580 to 658 over this period of time. Our students also enter the program with strong verbal and quantitative skills that provide a solid foundation for their success in the program. We are currently targeting recruitment and application rates as areas to improve on as we would like to have a larger pool of applications to our program. Over the past 8 years, our average graduation rate is four students per year (range from two to nine students). Compared to our average admittance rate (12 students per year), we graduate about 30% of the proportion of students we admit each year (on average).

Of the 29 students who have graduated with their Ph.D. in Family and Human Development from 2006-2007 through 2012-2013 ($N = 29$), 52% of those students currently hold tenure-track professor positions at colleges and universities around the country. The next largest subgroup of graduates holds non-tenure track research positions at universities (21%), including five assistant research professors and one postdoctoral fellow. Four graduates are employed in research positions in non-university settings (14%), two graduates are in instructor or lecturer positions (10%), and 3% (one graduate) is not employed in a related field. Overall, we believe these placement rates provide strong evidence that our graduates are able to obtain positions relevant to their training.

We evaluate our program annually based on two outcomes: (1) students will engage in scholarly research and (2) students will synthesize research and theory on a particular topic and formulate

research goals or questions. Achievement of our first outcome is measured by students' success in disseminating their research through presentations or publications by the time they earn their Ph.D. The second outcome is evaluated by students' completion of their comprehensive exams and their employment in the field upon earning their degree. We have met these learning objectives each year.

The findings of our student satisfaction surveys suggest that students report very positive experiences in our FHD program (see Tables 18 and 19). Uniformly high ratings are given in each area of assessment with two exceptions. The two areas for improvement include the availability of required courses and finding ways to increase students' communication skills. In terms of required courses, we currently are closely monitoring the availability of these courses and providing more long-term planning in this regard. The difficulty with course offerings typically occurs when faculty members go on sabbatical. We try to anticipate these gaps in offerings to allow students to better plan for required courses. In terms of communication skills, we plan to increase opportunities through opportunities for professional development both inside the unit and in other professional settings (e.g., conferences).

Table 18: Graduate Student Satisfaction Survey Quality¹: Ph.D. in Family and Human Development

Area: FHD (PhD)	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Preparation for further study in your field	-	100%	100%	100%	100%	100%	100%
Research skills and methods	100%	100%	100%	100%	100%	100%	100%
Communication skills	100%	60%	60%	0%	50%	71%	25%
Knowledge of computer applications in your field	100%	80%	100%	100%	50%	100%	100%
Writing skills	100%	100%	100%	100%	100%	100%	100%
Ethical standards in the field	100%	100%	80%	0%	100%	100%	100%
Quantitative skills	100%	100%	100%	100%	100%	100%	100%

Percent of graduating graduate students who responded 'effectively' or 'very effectively' or responded 'strong' or 'very strong' when asked about their training in the following areas.

Table 19: Graduate Student Satisfaction Survey Quality: Ph.D. in Family and Human Development

Aspect: FHD (PhD)	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Overall academic experience in your major	100%	100%	100%	100%	100%	100%	100%
Quality of instruction	100%	100%	100%	100%	100%	100%	100%
Availability of required courses	100%	100%	100%	0%	100%	86%	100%
Advising on career options within your field	100%	100%	100%	100%	100%	100%	100%
Concern of faculty for individual students	100%	100%	80%	100%	100%	86%	100%

Percent of graduating graduate students who responded 'satisfied' or 'very satisfied' with each of the following aspects of your department/program?

Evidence of the growing success and recognition of our doctoral program in FHD is found in the recent inaugural rankings of programs in Human Development and Family Sciences (November, 2014; <http://u.osu.edu/adventuresinhdfs/the-hdfs-report/>). These rankings of programs in North America provided the first publicly available rankings of the quality and reputation of the program and faculty in

Human Development and Family Sciences units. In addition, programs were ranked in terms of areas of expertise (e.g., child development, adolescent development). Overall, SSFD at ASU was ranked in a tie for third. When ranked in terms of specific programs, SSFD at ASU ranked second in child development and tied for first in adolescent development and emerging adulthood. The rankings are provided below (see Figures 3, 4, and 5; from <http://u.osu.edu/adventuresinhdfs/the-hdfs-report/>).

Figure 3: Overall North American Rankings

2014 Overall Rankings

Rank	University	Mean	Program
1	Penn State University	4.5	Department of Human Development & Family Studies
2	University of Illinois	4.1	Department of Human & Community Development
3	Arizona State University	4.0	School of Social & Family Dynamics
3	Cornell University	4.0	Department of Human Development
3	Auburn University	4.0	Department of Human Development & Family Studies
6	University of Minnesota	3.9	Department of Family Social Science
7	Virginia Tech	3.8	Department of Human Development
7	University of North Carolina–Greensboro	3.8	Department of Human Development & Family Studies
7	Ohio State University	3.8	Program in Human Development and Family Science
7	University of California – Davis	3.8	Program in Human Development and Family Studies

Figure 4

Top 5 Programs in Child Development 2014

Rank	University	Program
1	Penn State University	Department of Human Development & Family Studies
2	Arizona State University	School of Social & Family Dynamics
3	University of California – Davis	Program in Human Development and Family Studies
4	Auburn University	Department of Human Development & Family Studies
4	University of North Carolina–Greensboro	Department of Human Development & Family Studies
4	Tufts University	Department of Child Study and Human Development

Figure 5

Top 5 Programs in Adolescent Development and Emerging Adulthood 2014

Rank	University	Program
1	Arizona State University	School of Social & Family Dynamics
1	Penn State University	Department of Human Development & Family Studies
1	University of Arizona	Division of Family Studies & Human Development
4	Tufts University	Department of Child Study and Human Development
5	Auburn University	Department of Human Development & Family Studies
5	University of Illinois	Department of Human & Community Development

IV.1.c Strategic Plans and Directions

Since the last program review, we have made some strategic changes to the FHD doctoral program. First, we have revised our program requirements to increase the flexibility of students' program of study. By reducing the total number of required courses and increasing the number of elective credit hours, we allow students to tailor the program to meet their individual training needs to a greater degree than in the past. Second, we have identified three areas of specialization and students can elect to specialize in one of these areas. These specializations (social and emotional development, measurement and statistical analysis, learning and development) capitalize on the key strengths of our faculty and provide focused training in each of these areas – with more being considered. In upcoming years, our goal is to continue to increase the visibility of our doctoral program. We also plan on giving our doctoral students more opportunities to present their work internally to improve their skills and confidence in oral presentations. Feedback regarding the success of our program was noted in the inaugural rankings of North American doctoral programs, where we ranked 3rd overall.

IV.2 Online M.S. Program in Family and Human Development

Beginning in the Fall semester of 2014, the M.S. in FHD became an expedited 30-credit hour *online* program that prepares social and behavioral sciences professionals to work with children, youth, adults, and families. Offering an online M.S. in FHD exemplifies SSFD's core values of innovation, impact and outreach, entrepreneurialism, as well as access and diversity. In addition, it serves ASU's mission of demonstrating leadership in academic excellence and accessibility.

Aligned with ASU's charter and mission to enhance the social, cultural, and overall health of communities, the curriculum is designed to help students develop an advanced understanding of the issues and needs of children, youth, and families in the 21st century and it does so from an applied practitioner-oriented approach. Students in this program gain the knowledge and skills to create, facilitate, and evaluate research and programs that promote healthy individual and family development. Students develop basic research skills, a foundation of theoretical knowledge, professional development, and research skills through coursework and the completion of a culminating experience.

Table 20: Admissions and Profile for M.S. in Family and Human Development

		2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	College 12-13
Number of Applicants		3	41	13	7	11	8	14	7	1581
Number of Admissions		0	20	1	2	1	7	2	2	586
Number of New Students Enrolled		0	16	1	1	0	4	0	1	322
Selectivity		0	48.8	7.7	28.6	9.1	87.5	14.3	28.6%	37.1%
Yield²		-	80%	100%	50%	0%	57.1%	0%	50%	54.9%
Average GRE	Verbal	-	420	420	720	-	470	-	-	503
	Quantitative	-	520	620	740	-	648	-	-	632
Headcount (Fall)		6	20	4	2	2	5	3	5	752
% Women		83.3%	100%	75%	100%	100%	100%	80%	80%	59.3%
% Ethnicity	American Indian	0%	0%	0%	0%	0%	0%	0%	0%	1.3%
	Asian American	0%	15%	25%	0%	0%	0%	0%	0%	4.8%

	Pacific Islander	0%	0%	0%	0%	0%	0%	0%	0%	0%
	African American	0%	10%	0%	0%	0%	0%	0%	0%	3.1%
	Hispanic	0%	0%	0%	0%	0%	0%	0%	0%	12.8%
	2 or More Races	0%	0%	0%	0%	0%	0%	0%	0%	2.8%
	White	100%	65%	75%	50%	50%	80%	100%	100%	63.8%
	Unknown	0%	0%	0%	0%	0%	0%	0%	0%	0.7%
% Minority Total		0%	25%	25%	0%	0%	0%	0%	0%	24.7%
% International		0%	10%	0%	50%	50%	20%	0%	0%	10.8%
Degrees Awarded		2	10	9	0	6	5	8	5	465

IV.2.a Program Structure

There were no changes in the required coursework with the conversion from a traditional to a fully online M.S. program, but the culminating project is now a capstone project rather than a master’s thesis. In this program, students can obtain their master’s degree in as little as 15-18 months. This degree is a terminal, non-thesis degree program that focuses on practical application. The M.S. program consists of required courses in child development theory, cultural diversity, applied research topics, methods, statistics, elective coursework, and a 9-credit hour culminating experience.

- **12 hours of required courses**
 - CDE 531 Theoretical Issues in Child Development (3 hours)
 - CDE 598 Cultural Diversity and the Family (3 hours)
 - FAS 500 Research Methods (3 hours)
 - CDE 501 Social Science Statistics (3 hours)
- **9 hours of elective courses (3 courses)**
- **9 hours of culminating experience**
 - CDE 586 Capstone Project I (3 hours)
 - CDE 587 Capstone Project II (3 hours)
 - CDE 588 Capstone Project III (3 hours)

The online master’s degree in FHD has a non-thesis culminating experience as its capstone. This applied culminating experience consists of a three-part Capstone Project. Each part of the Capstone experience will be customized to fit individual students’ professional and academic needs and interests. This culminating experience will provide students with a deeper understanding of family and human development, as well as a comprehensive professional portfolio for work in fields relating to children, youth, and families. The culminating experience consists of the following parts:

- **Capstone Project I** allows students to explore and begin to specify their professional goals and means of obtaining those goals.
- **Capstone Project II** is a written paper that allows students to delve into their area(s) of interest; developing a greater depth and understanding of topics that influence children, youth, and families; and that further the student’s academic and professional goals.
- **Capstone Project III** is the point at which students have the opportunity to apply what they have learned through their coursework and the previous Capstone activities and research. In consultation with an advisor, the student will fashion a field experience plan that allows the student to gain real-world experience related to family and human development. Activities that fulfill the field experience requirement are vast and varied, often limited only by a student’s creativity. Capstone Project III also includes an in-depth investigative paper option that builds

upon the research that was explored in Capstone Project II.

IV.2.b Program Analysis

Over the past 5 years, we have not actively recruited students to our terminal Master's in Family and Human Development program, as our primary emphasis was on recruiting doctoral students in FHD. A reasonable proportion of the students admitted to the M.S. program were students who were seeking a Ph.D. but not viewed by the admissions committee as ready for a doctoral program. Thus, students were admitted to the M.S. program instead (after consultation with the applicant) with the idea that they could re-apply to the Ph.D. program following the completion of the M.S. program. These trends are reflected in the relatively few number of students admitted to this program since 2010.

Of those admitted between 2007-2008 and 2010-2011, more than half were females and approximately 50% of the students were White, with Hispanic, Latino, and African American students represented as well. We have no international students in this program, largely because we are unable to guarantee funding for students at the master's level (see Table 20).

Some of the students who complete our master's program go on to Ph.D. programs, whereas others seek employment in schools and community agencies. As noted above, our M.S. program has been redesigned as an online degree program beginning the Fall of 2014. The program's initial success is substantial as we currently have 102 students enrolled in the program.

Degree programs at ASU conduct annual outcome assessments. We evaluate our program annually based on two learning outcomes: (1) students will engage in scholarly research and (2) students will master key concepts in the field at an advanced level. Achievement of our first goal is measured by students' success in developing and defending their master's thesis and demonstrating knowledge of research methods by successfully passing their final exam/project in the graduate research methods course. Goal 2 is evaluated by students' performance in Child Development or Family Theory coursework (as determined by performance on the final exam) and by successful employment in the field or further graduate study. We have successfully met these learning objectives each year. (Note: Because the M.S. degree is now entirely online as of Fall of 2014, we do not have Graduate Student Satisfaction Survey data to report and the use of the previous years' data is not applicable.)

IV.2.c Strategic Plans and Directions

Our goal is to continue to build our online terminal M.S. FHD degree program, as we believe it serves an important need for professionals working in careers with children and families. We have appointed a Director of the Online M.S. program and hired additional instructional faculty to address the needs of the program. We also hired a staff person to assist students and instructors in placements and presentation of their capstone coursework. The response to our online program has been exceptionally strong with 102 students enrolled in the first semester. Applications are accepted throughout the year and it is anticipated that another large group of students will begin the program in Spring of 2015. We will review indicators of program success annually (e.g., student satisfaction, learning outcomes, and job placement data) to identify ways to improve the program in upcoming years.

IV.3 M.A.S. in Marriage and Family Therapy

The M.A.S. in Marriage and Family Therapy (MAS-MFT) is a self-contained accelerated program, piloted in 2007 and officially began in 2008, that is designed to train practitioners who wish to practice marriage and family therapy. The purpose and goals of the MAS-MFT program directly aligns with the SSFD's mission in several ways. Through classroom education and working directly with families during the 12-month community clinical internship, MAS-MFT students are "translating scientific knowledge into

solutions for pressing problems related to children, youth, and families.” By providing family therapy, students are striving “to transcend traditional boundaries and approaches to understanding the interfaces of human development, family life, and the broader social context” through enhancing ASU’s local impact and social embeddedness. Providing direct clinical services to members of the metropolitan community also supports ASU’s commitment to “excellence, access and impact.”

Table 21: M.A.S. in Marriage and Family Therapy

		2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	College 12-13
Number of Applicants		-	-	37	76	85	100	82	82	1581
Number of Admissions		-	-	22	30	21	30	24	27	586
Number of New Students Enrolled		-	-	18	21	17	19	17	21	322
Selectivity		-	-	59.5%	39.5%	24.7%	30.0%	29.3%	32.9%	37.1%
Yield²		-	-	81.8%	70%	81%	63.3%	70.8%	77.8%	54.9%
Average GRE	Verbal	-	-	508	506	480	440	390	475	503
	Quantitative	-	-	532	592	450	490	485	365	632
Headcount (Fall)		-	-	29	37	36	35	33	37	752
% Women		-	-	100%	94.6%	94.4%	85.7%	78.8%	81.1%	59.3%
% Ethnicity	American Indian	-	-	3.4%	5.4%	2.8%	0%	0%	2.7%	1.3%
	Asian American	-	-	6.9%	2.7%	0%	0%	0%	2.7%	4.8%
	Pacific Islander	-	-	0%	0%	0%	0%	0%	0%	0%
	African American	-	-	3.4%	2.7%	2.8%	2.9%	3.0%	2.7%	3.1%
	Hispanic	-	-	6.9%	10.8%	8.3%	8.6%	12.1%	10.8%	12.8%
	2 or More Races	-	-	0%	0%	0%	0%	0%	0%	2.8%
	White	-	-	69%	70.3%	83.3%	88.6%	84.8%	81.1%	63.8%
Unknown	-	-	3.4%	8.1%	2.8%	0.0%	0.0%	0%	0.7%	
% Minority Total		-	-	20.7%	21.6%	13.9%	11.4%	15.2%	18.9%	24.7%
% International		-	-	6.9%	0%	0%	0%	0%	0%	10.8%
Degrees Awarded		0	0	13	16	19	16	16	37	465

IV.3.a Program Structure

The purpose of the program is to provide high quality coursework and supervised internship - practicum experiences that meet the degree requirements for licensure in the State of Arizona to practice marriage and family therapy as determined and set forth by the Arizona Board of Behavioral Health Examiners (<http://azbbhe.us/>). The Arizona Board of Behavioral Health Examiners specifies the degree requirements. The specific goals of the program are to prepare students to:

1. Use appropriate written, verbal, and nonverbal communication with clients and professionals.
2. Apply ethics to marriage and family therapy incorporating the rules and regulations of the profession, critical thinking, and compassion.
3. Conduct marriage and family therapy with clients of diverse backgrounds based upon an

awareness and appreciation of diversity.

4. Employ knowledge of Systems Theory into practice.
5. Apply knowledge of marriage and family therapy models to practice.
6. Provide reasoning in support of diagnosis and treatment interventions.
7. Complete the educational requirements for MFT licensure eligibility in Arizona as defined by the Arizona Board of Behavioral Health Examiners (BBHE).

All courses are taught by state-licensed marriage and family therapists, and include:

- **39 hours of required courses**
 - FAS 570 - Introduction to Marriage & Family Therapy (3 hours)
 - FAS 581 - Professional Issues & Ethics (3 hours)
 - FAS 571 - Assessment in Marriage & Family Therapy (3 hours)
 - FAS 576 - Applied Issues in Human Development: Psychopathology (3 hours)
 - FAS 577 - Applied Issues in Children & Adolescents in MFT (3 hours)
 - FAS 572 - Advanced Techniques in Marriage & Family Therapy (3 hours)
 - FAS 573 - Dysfunctional Families (3 hours)
 - FAS 575 - Applied Issues in Couples' Therapy (3 hours)
 - FAS 578 - Applied Issues in Sexuality for Marriage & Family Therapy (3 hours)
 - FAS 579 - Applied Research in Marriage & Family Therapy (3 hours)
 - FAS 574 - Family Theory for Marriage & Family Therapy (3 hours)
 - FAS 580 – Practicum (6 hours; includes a 12-month community internship and accrual of 300 direct client contact hours working with individuals, couples, and families under the direction of a licensed MFT supervisor)

IV.3.b Program Analysis

Although our program is designed to meet the degree requirements for licensure in Arizona as marriage and family therapists, we attract applicants both in-state and out-of-state. The mental health field is over-represented by women across disciplines, and although we have had 10 male students in the program to date, our enrollment reflects this gender imbalance (see Table 21). A similar profile emerges with ethnic diversity – we have had students from the American Indian, Asian American, African American, and Hispanic populations, but the majority of our applicants remain White females. We have had only two international students, both of whom were already in the US at the time they applied. We offered admission to a Mexican citizen this year, but he declined because of the cost of the program. We do not offer a part-time track due to the accelerated nature of the program.

Our program is in its 8th year. As of graduation in December of 2014, we have 117 graduates from the program who have collectively contributed over 35,000 hours of direct client contact in individual, couple, and family psychotherapy hours during the 12-month internship. We have built a strong reputation in the mental and behavioral health field in Arizona. We are the only MFT program at a state university in Arizona, and our data on graduates becoming licensed (84%) and gaining employment in the field (86%) support our reputation. We have partnered with many of our internship placements since the program began, and the feedback we receive about our students' level of preparedness is evidenced by these agencies wanting interns each year and also by hiring our graduates. Our faculty members are aligned with both the Arizona Board of Behavioral Health Examiners and the Arizona Association for Marriage and Family Therapy, not only to keep our program current but to help shape the regulations that govern Marriage and Family Therapists in our state. We will continue to conduct face-to-face interviews as part of our admission process to ensure that we offer admission to the most qualified applicants. We will continue to strive to inject more diversity in the program in terms of gender and ethnicity via recruiting efforts to reach more diverse populations.

Degree programs at ASU conduct annual outcome assessments. One of our crucial learning objectives is

that students will demonstrate mastery of the key concepts in the field at an advanced level. We measure the objective in multiple ways. One measurement tool we utilize is a culminating exam. Beginning in 2011, we began administering an annual culminating exam that reflects the Arizona Board of Behavioral Health Licensing exam. To date, we have exceeded this measurement each year. Another measurement for this learning outcome is that after graduation students will be employed in an area utilizing the knowledge and skills acquired in the degree program. We have tracked employment statistics for the past 4 years. The expectation is that a minimum of 80% of the cohort will be employed in an area utilizing the knowledge and skills acquired in the degree program. We have exceeded this measurement 3 out of the last 4 years (89.4% in 2010, 100% in 2011, 81.25% in 2012, and 73% in 2013) for an average of 85.9%.

A third measure of students mastering key concepts in the field of Marriage and Family therapy is through their written reflection of their clinical work, specifically on conceptualizing, assessing, and intervening utilizing Marriage and Family therapy models. As part of their clinical training, students complete a capstone project culminating their 12-month clinical internship and their application of systems-based therapy interventions. The expectation is that a minimum of 85% of the cohort will score 80% or higher on their capstone project. We have exceeded this every year.

The final measure of students mastering key concepts is through internship evaluations. At the completion of the internship, the clinical supervisor completes a written evaluation in which students are rated on appropriate use of "Intervention Strategies." Rating options include "Surpasses," "Successful," "Inconsistent," or "Unsuccessful." The expectation is that a minimum of 85% of students will be evaluated by their clinical supervisor as "Surpasses" or "Successful." We have exceeded this every year.

As a whole, our MAS-MFT students rate their overall academic experience, quality of instruction, availability of courses, career options, and faculty concern for students extremely high (see Tables 22 and 23). Ratings in specific areas such as communication, ethical standards, writing skills, and knowledge of computer applications for the field also receive high marks. Other areas, such as quantitative skills and research skills show the need for improvement. It is important to note that this is an applied clinical program. As such, the lower scores in these areas may reflect our program's emphasis on clinical standards of care. For our program, we integrate evidence-based models and facilitate learning to critically review research with the emphasis on applying the information in clinical settings.

Table 22: Graduate Student Satisfaction Survey Quality (MAS-MFT)

Area: MFT	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Preparation for further study in your field	-	-	100%	100%	86%	80%	79%
Research skills and methods	-	-	64%	56%	60%	36%	57%
Communication skills	-	-	82%	91%	73%	64%	93%
Knowledge of computer applications in your field	-	-	50%	80%	54%	40%	85%
Writing skills	-	-	82%	82%	60%	73%	87%
Ethical standards in the field	-	-	91%	100%	87%	100%	93%
Quantitative skills	-	-	82%	88%	50%	50%	71%

Percent of graduating graduate students who responded 'effectively' or 'very effectively' or responded 'strong' or 'very strong' when asked about their training in the following areas.

Table 23: Graduate Student Satisfaction Survey Quality (MAS-MFT)

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Overall academic experience in your major	-	-	100%	100%	75%	82%	93%
Quality of instruction	-	-	100%	100%	80%	91%	93%
Availability of required courses	-	-	100%	100%	100%	100%	100%
Advising on career options within your field	-	-	100%	100%	79%	82%	93%
Concern of faculty for individual students	-	-	91%	91%	69%	70%	93%

Percent of graduating graduate students who responded 'satisfied' or 'very satisfied' with each of the following aspects of your department/program?

IV.3.c Strategic Plans and Directions

Each student participates in a 12-month internship at community mental and behavioral health sites where they provide psychotherapy services to individuals, couples, children, and families at their respective sites. We have maintained partnerships with these agencies since the beginning of our program and each site has hired our graduates. We believe this reflects the quality of our students. We receive positive feedback each year from the internship sites on the interns from this program.

We continue to investigate partnerships with an expanded number of internship sites to serve our students. Some of the graduates from earlier cohorts are now independently licensed and we have utilized them as clinical supervisors. This strategy has been successful and we will continue to recruit clinical supervisors from our alumni. We also continue to encourage student involvement in the Arizona Association for Marriage and Family Therapy, the state professional association for marriage and family therapy. This allows our students to build a network for future career opportunities.

In addition, the adjunct faculty member who has been teaching three classes offered by the program was recently hired as a lecturer for SSFD. She serves on the Board of Behavioral Health Examiners, a key position in the local MFT community. Her community appointment allows us to keep both prospective and current students up-to-date on legislative changes affecting MFT's in Arizona.

Finally, to improve student satisfaction, we meet individually with students twice during the program to inquire about their experience in the program and at their internship. Whenever a student is demonstrating difficulty with academics, adherence to program policies, or expresses discontent, we meet personally with the student to help identify solutions. We also address career options within the field during the final semester in the program as students are preparing to graduate.

IV.4 M.A.S in Infant-Family Practice

The M.A.S. in Infant-Family Practice (MAS-IFP) began in the Fall of the 2008-2009 academic year. This self-contained accelerated program provides high-quality course work and supervised internship experiences designed to train professionals to work in prevention and intervention programs serving families with infants, toddlers, and preschool-age children. The program prepares individuals for positions in a variety of professional capacities including: child abuse prevention, home visiting, early childhood administration, early intervention, family support and child-care, and infant mental health. Course work prepares students for professional endorsement by the Infant-Toddler Mental Health

Coalition of Arizona's Endorsement for Culturally Sensitive, Relationship-Based Practice Promoting Infant Mental Health, an infant-mental health professional recognition accepted in 22 states.

The MAS-IFP supports the University's mission to enhance impact and social embeddedness. To illustrate, the MAS-IFP program trains professionals to work in prevention and intervention programs providing services to families with very young children. Programs such as Head Start, Early Head Start, and Healthy Families home visiting program provide services to prevent child abuse and help prepare Arizona's youngest citizens for success in the K-12 educational system. The MAS-IFP offers the community's only training for professionals providing mental health services to families with infants and toddlers.

IV.4.a Program Structure

The MAS-IFP requires the successful completion of a minimum of 30 credit hours, an applied project, and an internship in a community placement approved by the master's in infant-family practice faculty. Internships are expected to last approximately 12 months. Students must satisfactorily meet the expectations of the agency supervising their internship. In addition to the required coursework and the 450 hours of internship, students create a portfolio that meets requirements for the Infant-Toddler Mental Health Coalition of Arizona's Endorsement for Culturally Sensitive, Relationship-Based Practice Promoting Infant Mental Health. Currently, over half of the professionals who are "Endorsed" in Arizona are graduates of the MAS-IFP program.

Required Courses	<u>Credits</u>
• CDE 570 Child Development for Infant-Family Practice	3
• CDE 572 Infant-Family Assessment	3
• CDE 584 Internship	3
• CDE 574 Observation & Reflection Seminar I	3
• CDE 571 Infant Mental Health for Infant-Family Practice	3
• CDE 573 Cultural Competence for Infant-Family Practice	3
• CDE 584 Internship	3
• CDE 575 Observation & Reflection Seminar II	3
• CDE 576 Applied Research Methods for Infant-Family Practice	3
• CDE 584 Internship	3

IV.4.b Program Analysis

The MAS-IFP program typically enrolls 18-21 fulltime students each year (see Table 24). The majority of students are female and ethnic minority students have accounted for one-third to one-half of the total enrollment each year. Members from several of Arizona's Tribal Communities have graduated. Communities represented include the Navajo Nation, Salt River Maricopa Community, the San Carlos Apaches, and the Pasqua Yaqui Community. A few foreign students have enrolled and graduated from this program. Countries represented include Mexico, India, Saudi Arabia, Portugal, Ghana, Japan, Columbia, and Nigeria. Most recently, the MAS-IFP program has been added to the list of programs eligible for scholarships from the Saudi Arabia's Ministry of Culture.

Table 24: Admissions and Profile for M.A.S. in Infant-Family Practice

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	College 12-13
Number of Applicants	-	-	31	30	35	25	28	32	1581
Number of Admissions	-	-	30	29	28	22	22	25	586

Number of New Students Enrolled		-	-	20	22	19	13	16	22	322
Selectivity		-	-	96.8%	96.7%	80%	88%	78.6%	78.1%	37.1%
Yield²		-	-	66.7%	75.9%	67.9%	59.1%	72.7%	88%	54.9%
Average GRE	Verbal	-	-	360	290	575	500	-	-	503
	Quantitative	-	-	540	440	575	610	-	-	632
Headcount (Fall)		-	-	20	22	22	14	17	24	752
% Women		-	-	95%	95.5%	95.5%	92.9%	100%	91.7%	59.3%
% Ethnicity	American Indian	-	-	5%	9.1%	0%	0%	0%	4.2%	1.3%
	Asian American	-	-	0%	0%	0%	0%	0%	12.5%	4.8%
	Pacific Islander	-	-	0%	0%	0%	0%	0%	0%	0%
	African American	-	-	0%	4.5%	4.5%	21.4%	0.0%	8.3%	3.1%
	Hispanic	-	-	20%	18.2%	9.1%	14.3%	47.1%	29.2%	12.8%
	2 or More Races	-	-	0%	0%	4.5%	7.1%	11.8%	4.2%	2.8%
	White	-	-	60%	50%	81.8%	57.1%	41.2%	37.5%	63.8%
Unknown	-	-	0%	13.6%	0%	0%	0%	4.2%	0.7%	
% Minority Total		-	-	25%	31.8%	18.2%	42.9%	58.8%	58.3%	24.7%
% International		-	-	15%	4.5%	0%	0%	0%	0%	10.8%
Degrees Awarded		0	0	0	16	18	21	13	24	465

A noteworthy strength of students enrolled in the MAS-IFP program is their dedication to serving at-risk families with young children. Many of the students are full-time working professionals in the infant-family field who are returning to school for additional education and an advanced degree. They work in non-profit human service agencies or for government agencies (e.g., child protective services). Many speak Spanish – a critically important asset for a state in desperate need of Spanish-speaking child and family service professionals. The majority of students have undergraduate training in child development, early childhood education, psychology, or a closely related field. Most graduates remain in Arizona working in the child-family field. Many remain “connected” to the program by participating in “in-service” training opportunities sponsored by the program in collaboration with organizations such as Prevent Child Abuse Arizona and the Infant-Toddler Mental Health Coalition of Arizona.

Students enrolled in our program come with relatively little training in the application of developmental science to direct practice with children and families. Specifically, they seem to have limited understanding of the importance of early experience (including early parent-child relationships) to later development. In addition, many students seem to have limited experience and therefore struggle with professional writing. For many of our students, English is a second language. Reading and understanding scientific and technical material is a challenge. Professional writing for these students can be especially difficult. Improving students’ ability and knowledge in these areas remains a key focus in all of the program’s required courses.

Degree programs at ASU conduct annual assessments. We have two identified learning outcomes:

1. Students demonstrate understanding of the theoretical knowledge of IFP required for endorsement by the Infant-Toddler Mental Health Coalition of Arizona’s Endorsement for

Culturally Sensitive, Relationship-Based Practice Promoting Infant Mental Health.

2. Provide evidence of competence in the direct service skills required for professional endorsement by the Infant-Toddler Mental Health Coalition of Arizona’s Endorsement for Culturally Sensitive, Relationship-Based Practice Promoting Infant Mental Health.

Every year, using specified performance criteria developed in conjunction with ASU’s Office of Evaluation and Educational Effectiveness, we exceed our criteria for both objectives.

The assessment of students’ satisfaction highlights a number of strengths in the MAS-IF program (see Tables 25 and 26). Students had consistently high regard for the quantitative skills they developed, the ethical training they received, and for the preparation for future study in their field. They have also shown consistently high regard for their academic experience, quality of instruction, availability of courses, advisement, and the concern of the faculty for the students in the program. Recent increases in satisfaction in skill training in the areas of writing and research are noteworthy. This likely reflects changes in faculty and content for the applied research methods implemented during the 2011-2012 program year. We will continue to focus on improving these areas in order to sustain this change.

Table 25: Graduate Student Satisfaction Survey Quality (MAS-IFP)

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Preparation for further study in your field	-	-	86%	100%	100%	93%	100%
Research skills and methods	-	-	71%	67%	60%	75%	95%
Communication skills	-	-	71%	0%	81%	56%	72%
Knowledge of computer applications in your field	-	-	71%	0%	39%	54%	60%
Writing skills	-	-	86%	100%	81%	75%	100%
Ethical standards in the field	-	-	100%	100%	100%	94%	89%
Quantitative skills	-	-	71%	100%	67%	87%	89%

Percent of graduating graduate students who responded ‘effectively’ or ‘very effectively’ or responded ‘strong’ or ‘very strong’ when asked about their training in the following areas.

Table 26: Graduate Student Satisfaction Survey Quality (MAS-IFP)

Aspect: IFP	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Overall academic experience in your major	-	-	86%	100%	95%	81%	100%
Quality of instruction	-	-	100%	100%	95%	81%	100%
Availability of required courses	-	-	100%	100%	100%	94%	100%
Advising on career options within your field	-	-	86%	100%	95%	88%	100%
Concern of faculty for individual students	-	-	86%	100%	95%	94%	100%

Percent of graduating graduate students who responded ‘satisfied’ or ‘very satisfied’ with each of the following aspects of your department/program?

IV.4.c Strategic Plans and Directions

The program attracts students who are full-time professionals in the IFP field. Currently the schedule of classes limits access for such professionals who live and work outside the greater Phoenix area. We are exploring the feasibility of converting some of the courses to an online format to improve accessibility.

IV.5 Doctoral Program in Sociology

In the Fall of 2011, as part of an ongoing evaluation of ASU's graduate programs by the Provost of the University, both the Ph.D. and M.A. programs in Sociology (SOC) were placed on a list of programs considered for possible disestablishment. Based on subsequent planning and discussions, in 2013 we received approval to redesign these programs with the first cohorts entering these redesigned programs in the Fall of 2015 (all continuing students will have graduated by that time). As such, we present descriptive information on the SOC Ph.D. and terminal M.A. degrees as they existed between 2006 and 2011. We do not, however, discuss or assess these programs, but focus more on the plans for the newly designed graduate SOC graduate programs.

The doctoral program in SOC was designed to train researchers in three main areas of SOC — demography, family, and health. Students completed a total of 85 credit hours to earn their Ph.D. (55 credit hours for students entering the program with a M.S. degree). Credit hours were distributed into required courses with options, elective courses, and individual research requirements.

- **16 hours of required courses**
 - SOC 503 Sociology as a Profession (1 hour)
 - SOC 588 Doctoral Research Methods, or Demographic Methods or Qualitative Methods (3 hours)
 - Statistical Methods, with choice of SOC 507 (Categorical Data Analysis), or SOC 508 (Structural Equation Models), or SOC 509 (Event History Analysis) (3 hours)
 - SOC 585 Sociological Theory (3 hours)
 - SOC 792 Doctoral Research Methods (6 hours)
- **27 hours (for those coming in with M.A. degrees) or 57 hours (for those coming in with B.A. degrees) of elective courses (chosen with advisor)**
 - A minimum of two courses in one of the three areas offered (demography, family, health/medical) with an additional course in one other area
- **12 hours of individual research requirements**
 - SOC 799 Dissertation (12 credits)

All students in the SOC doctoral program were full-time degree seeking students. During the period prior to the disestablishment of the program, (2006-2011), applications fluctuated, ranging from a low of 14 applications (in 2010-2011) to a high of 37 applications (in 2006-2007 – see Table 27). The program received an average of 25 applications per year and admitted on average eight students, yielding a mean selectivity rate of 32%. The program recruited 60% of students who were admitted.

Table 27: Ph.D. Program in Sociology (2006-2011)

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Number of Applicants	37	26	18	32	14
Number of Admissions	7	11	10	9	5
Number of New Students Enrolled	4	7	6	6	2

Selectivity		18.9%	42.3%	55.6%	28.1%	35.7%
Yield		57.1%	63.6%	60%	66.7%	40%
Average GRE	Verbal	517	444	482	540	480
	Quantitative	557	578	568	638	625
Headcount (Fall)		35	31	26	28	22
% Women		74.3%	74.2%	73.1%	82.1%	77.3%
% Ethnicity	American Indian	0%	0%	0%	0%	0%
	Asian American	5.7%	6.5%	11.5%	10.7%	4.5%
	Pacific Islander	0%	0%	0%	0%	0%
	African American	11.4%	16.1%	19.2%	10.7%	4.5%
	Hispanic	2.9%	6.5%	3.8%	17.9%	18.2%
	2 or More Races	0%	0%	0%	0%	0%
	White	51.4%	38.7%	34.6%	25%	27.3%
	Unknown	2.9%	0%	3.8%	3.6%	9.1%
% Minority Total		20%	29%	34.6%	39.3%	27.3%
% International		25.7%	32.3%	26.9%	32.1%	36.4%
Degrees Awarded		5	7	8	5	3

The students in the Sociology program were mostly female (> 73% in any given year) and during this review period the racial and ethnic composition of the student body remained around 30% minority, with a low of 20% in 2006-2007 and a high of 39.3% in 2009-2010. For the last cohort admitted (2010-2011), 77% were women and 27.3% were ethnic minorities, with 18.2% being of Latino origin, 4.5% of Asian origin, and 4.5% of African American origin. The program included international students, who made up on average 37% of the students during this review period.

During the years of this review period, the program awarded 25 doctoral degrees in Sociology (an additional 17 have graduated since 2011). About 40% of the students who obtained doctoral degrees in Sociology now hold tenure-track assistant/associate professor positions within colleges and universities around the country. Among the other graduates, several hold non-tenure track positions in university settings, including post-doctoral positions, lecturers and adjuncts, or directors of research. Five graduates are employed in research positions in non-university settings and others include a retiree and graduates working as consultants in the private sector.

IV.5.a Ph.D. in Sociological Inquiry (Fall 2015)

The doctoral program in SOC has been renamed as the doctoral program in Sociological Inquiry (SI). This new design is intended to: (1) bring sociologically oriented faculty from across ASU together around a new model of sociological doctoral training, (2) attract high-quality students who desire advanced innovative interdisciplinary training, and (3) fill the gap between theoreticians and substantive researchers in answering complex questions that arise in social research. The degree is dedicated to the advancement of sociologically based research by critically evaluating, improving, and developing methods and theory so that phenomena of interest can be more soundly investigated and better understood.

The name change in the degree reflects the new focus and orientation. The emphasis on “Inquiry” reflects an emphasis on the generation and applicability of knowledge rather than its accumulation. Students in the program will be offered diverse and stimulating contexts for asking sociologically important questions and then provided with the training, mentoring, and opportunities for gathering and converting information and data to answer those questions. The disciplinary angle is very important, but as a means to an end, not as an end in itself.

The SI program will provide students with grounding in core sociological theories and approaches and an intensive immersion in methodological training, while engaging them in ongoing research projects at ASU. An emphasis is placed on fostering interdisciplinary collaboration and creating synergies across disciplinary boundaries and traditions.

This SI program will serve SSFD’s mission through its emphasis on interdisciplinary research and instructional excellence, as well as its ability to translate scientific knowledge into solutions for pressing society problems. Its unique design also serves ASU’s mission. Specifically the innovative residency research model demonstrates leadership in academic excellence, and its focus on interdisciplinary research helps to establish ASU as a global center for interdisciplinary research and discovery.

Program Structure. The Ph.D. in SI requires 54 post-Masters credit hours, including 12 hours of dissertation credits (see Table 28). A previously awarded master’s degree in social/behavioral sciences is required. Admitting only students who have completed an M.A./M.S. degree will attract more advanced students who are ready to pursue advanced doctoral-level training. It also will allow for a more focused cohort who complete the program in less amount of time, facilitating our ability to recruit more often and the ability to cover the courses required without affecting other course needs.

Table 28: Sample Schedule the Doctoral Program in Sociological Inquiry.

Year 1	Introduction to Sociological Inquiry (SOC 603, 3 credits, year-long)
	Applied Social Theory (SOC 685 or equivalent, 3 credits)
	Methods or statistics elective(s) (3-6 credits)
	Substantive course(s) in student’s focal area (3-6 credits)
	Research Residency (SOC 792, 3 credits)
Year 2	Research Residency (SOC 792, 6-12 credits)
	Methods or statistics elective(s) (3-6 credits)
	Substantive course(s) in student’s focal area (3-6 credits)
	Spring: complete comprehensive exams
Year 3	Integrative Research Seminar (SOC 691, 3 credits, year-long)
	Research Residency (SOC 792, 6-12 credits)
	Methods or statistics elective(s) or substantive course(s) (3-9 credits)
	Spring: defend dissertation proposal
Year 4	Dissertation (SOC 799, 12 credits)
	Research Residency (SOC 792, up to 6 credits)
	Spring: defend dissertation

Research Residency. The SI Ph.D. program employs a “research residency” model. Like a medical residency, the research residency provides students with mentored, hands-on research training along with practical experience in designing and implementing research projects, formulating professional goals, collaborating in interdisciplinary teams, disseminating research findings to academic and policy audiences, and understanding professional life within and outside of the academy. From the beginning, the research residency model is designed to facilitate the acquisition of the knowledge, skills, and dispositions students need to make an immediate impact in their areas of focus. By providing intensive methodological training, hands-on experience, and a professional network, the residency gives students an understanding of what it takes to be successful and manage the demands associated with a career as an innovative scholar working across disciplinary boundaries to solve pressing social problems.

Students in the research residency work with faculty who have compatible research interests on a defined research agenda that is designed to result in a significant research product. Residencies can be single, multi-year engagements or can involve multiple distinct residency appointments (to be determined by the student and her/his advisor). Students may complete residencies with faculty research teams, ASU research centers or institutes, or individual faculty members. A mentor or team of mentors is identified for each residency placement. Students may begin a research residency as soon as they are matched with compatible faculty, but not later than the second year. Prior to the beginning of residency, the student will work with faculty to develop a contract specifying the research aims and activities, the intellectual and practical resources to be provided to the student, the deliverables or products, and the summary report to be completed by the student; the contract will be reviewed and approved by the graduate director in consultation with the graduate committee to ensure that the residency contributes to the student's professional and educational goals. Students may arrange residency with faculty members for whom they are concurrently working as paid research assistants only if the content of the apprenticeship is distinct from the research assistant duties.

IV.6 M.A. Program in Sociology

The former M.A. degree program in SOC provided advanced training for those preparing for teaching, research, or applied careers in sociology, and was taken either as a terminal program or as a step toward eventual fulfillment of requirements for the Ph.D. in the past. The program trained students in research methods and statistical analysis giving master's students the skills needed for applied careers in socially embedded research. The program consisted of 32 units distributed among required and elective courses, and a master's thesis.

- **16 hours of required courses**
 - SOC 503 Sociology as a Profession (1 hour)
 - SOC 500 Research Methods (3 hours)
 - SOC 505 Regression Analysis (3 hours)
 - SOC 585 Sociological Theory (3 hours)
 - SOC 599 Thesis (6 hours)

Over the years less emphasis was placed on the master's program as more efforts were devoted to the doctoral program. Thus, starting in 2008-2009 applications started to decline; from 21 that year to 10 applications in the last cohort admitted (see Table 29). On average, the program received 18 applications and admitted 4.6 students, yielding a mean selectivity rate of 25%. The program recruited 43% of students who were admitted.

Table 29: M.A. Program in Sociology (2006-2011)

Master's programs		2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Number of Applicants		29	17	21	19	10
Number of Admissions		1	5	8	7	2
Number of New Students Enrolled		0	4	2	3	1
Selectivity		3.4%	29.4%	38.1%	36.8%	20%
Yield		0%	80%	25%	42.9%	50%
Average GRE	Verbal	-	492	470	427	520
	Quantitative	-	570	515	487	600
Headcount (Fall)		4	6	5	7	7

% Women		100%	66.7%	60%	71.4%	57.1%
% Ethnicity	American Indian	0%	0%	0%	0%	0%
	Asian American	0%	16.7%	20%	28.6%	14.3%
	Pacific Islander	0%	0%	0%	0%	0%
	African American	25%	16.7%	0%	0%	0%
	Hispanic	0%	16.7%	0%	14.3%	14.3%
	2 or More Races	0%	0%	0%	0%	0%
	White	50%	50%	80%	57.1%	57.1%
	Unknown	25%	0%	0%	0%	0%
% Minority Total		25%	50%	20%	42.9%	42.9%
% International		0%	0%	0%	0%	0%
Degrees Awarded		6	3	1	0	2

The students in the Master’s program in Sociology were mostly female (approximately 60% in any given year). For the last cohort admitted (2010-2011), 57.1% were women and 42.9% were ethnic minorities, with 14.3% being of Latino origin and 14.3% of Asian American origin.

IV.6.a Online M.A. Program in Sociology (Fall 2015)

The M.A. in SOC has been redesigned and will be offered entirely online. Beginning Fall of 2015, SSFD will offer an expedited 30-credit hour online M. A. in SOC that prepares professionals to work in community settings. In as little as 15-18 months, students will be able to obtain their master’s degree. This non-thesis degree program will focus on practical application.

Students in this program will gain the knowledge and skills to create, facilitate, and evaluate research and programs that provide an understanding of social behavior. The program is designed for students who want an applied practitioner-oriented approach to understanding the issues and needs of individuals, families, and communities in the 21st century. Students can enroll throughout the year.

We anticipate that this program will be as successful in filling a need for advanced training in sociology at the master’s level as we have experienced with the M.S. in FHD. We expect approximately 100 students to enroll in this program in the Fall of 2015. Similar to the M.S. in Family and Human Development, a capstone project will replace the master’s thesis. Additionally, faculty teaching these courses will have considerable disciplinary and technical training to offer high quality courses and experiences for students in this program.

With its practitioner-oriented approach, this program will serve SSFD’s mission of enhancing the well-being of individuals in our community, as well as translating scientific knowledge into solutions for pressing social problems. It also reflects ASU’s mission of enhancing impact and social embeddedness.

Program Structure. This degree is built on the previous M.A. in SOC but is now a non-thesis online degree program that focuses on practical application. The M.A. SOC program consists of courses in theory, methods, statistics, elective coursework, and a 9-credit hour culminating experience that

involves a capstone project. Students can obtain their master's degree in as little as 15-18 months. Program structure includes:

- 9 hours of required courses
 - SOC 585 Sociological Theory (3 hours)
 - SOC 501 Social Science Statistics (3 hours)
 - SOC 500 Research Methods (3 hours)
- 12 hours of elective courses (3 courses @ 3 hours each)
- 9 hours of culminating experience (similar to the M.S. in FHD)
 - SOC 586 Capstone Project I (3 hours)
 - SOC 587 Capstone Project II (3 hours)
 - SOC 588 Capstone Project III (3 hours)

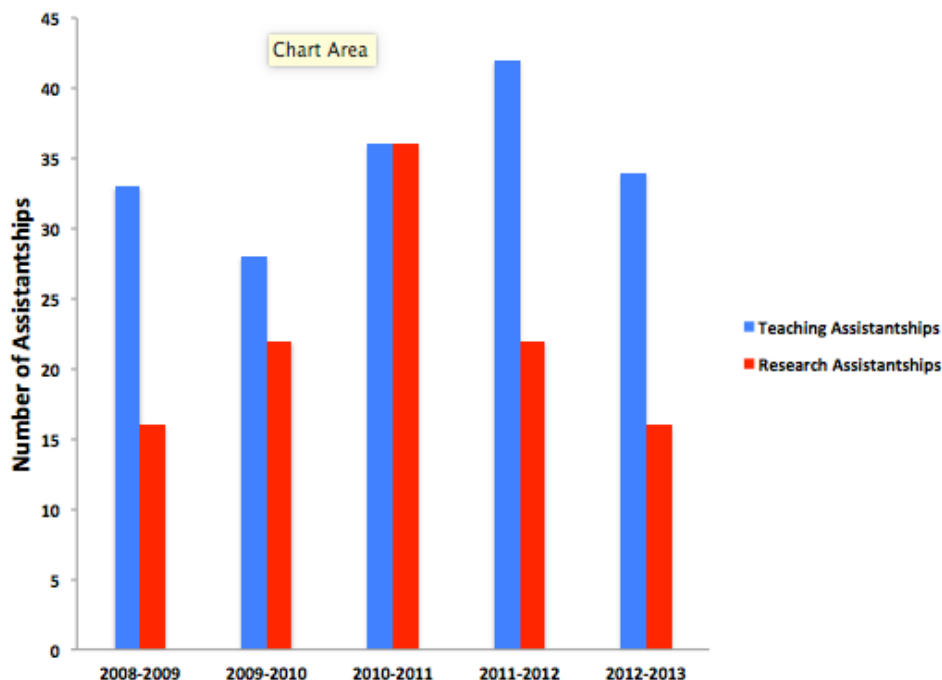
IV.7 Graduate Student Support

In SSFD, providing support for graduate students, particularly doctoral-level graduate students, is a top priority. All doctoral students in SSFD are fully supported during the academic year. We do not admit students into our doctoral programs without such support. This support comes in many forms and includes a stipend, tuition, and student health insurance. Summer support is provided by a variety of additional funding sources. Terminal Master's level students have some access to funding, but given the intensive nature of our terminal Master's programs, many of these students cannot take on assistantships and doctoral students have priority.

IV.6.a SSFD Graduate Assistantships

The number of research and teaching assistantships in SSFD varies from year to year depending on a variety of factors – stipend level, overall funds available, size of entering class, etc. As can be seen in Figure 6, we have funded an average of 35 teaching assistants and 24 research assistants per year since 2008-2009. Funds for these assistantships come from state dollars and from student fees and grants

Figure 6: Number of .5 FTE (20 hour) Graduate Assistants in SSFD



Importantly, we have increased the stipend levels significantly over the past 5 years. As indicated in Figure 7, stipend levels have consistently risen since 2012, particularly for doctoral level students. Beginning Fall of 2015, doctoral level stipends will be one of the highest in the country (\$20,100). This is particularly impactful given the relatively modest cost of living in Arizona. Comparative data on doctoral level stipends are presented in Table 30. This table reveals that our 2015 stipend for our doctoral level students will be exceeded by only one program. Moreover, the average doctoral level in this table is about at the level of our stipend Master's students.

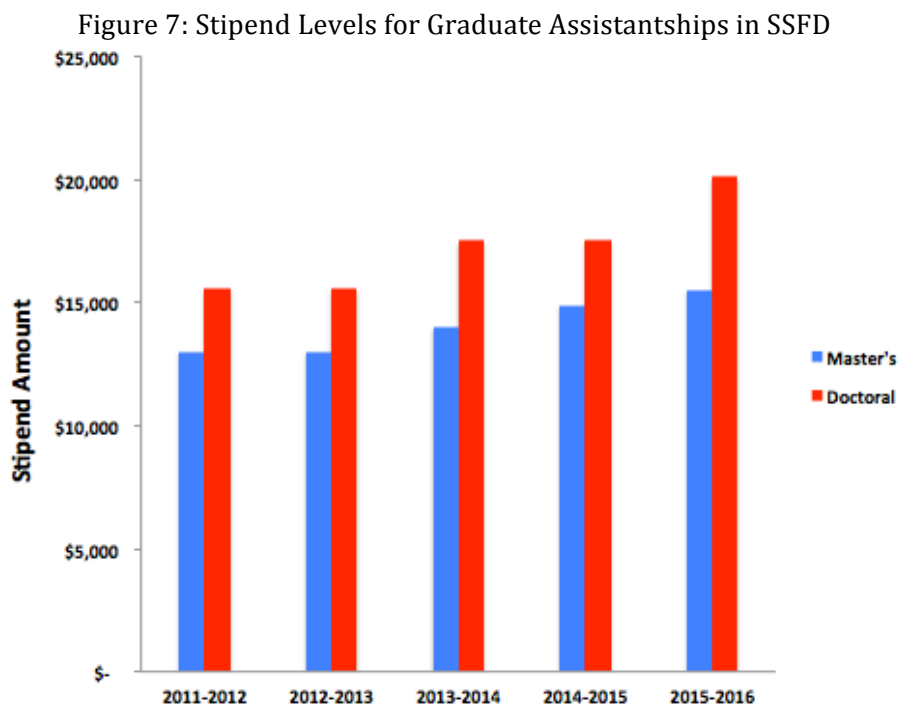


Table 30: Comparative Data on Doctoral Level Stipends in Human Development and Family Studies Programs (2014)

Kansas State University	\$12,000
Oklahoma State University	\$12,271
Colorado State University	\$12,699
Michigan State University	\$13,049
University of Minnesota	\$14,322
Florida State University	\$14,500
Purdue University	\$15,300
University of North Carolina, Greensboro	\$16,000
Pennsylvania State University	\$16,920
University of Georgia	\$17,273
University of Texas-Austin	\$17,610
University of Missouri-Columbia	\$18,000
University of Connecticut-Storrs	\$22,300
AVERAGE	\$15,557

The increase in stipends is part of our overall strategy to attract high quality students into our doctoral programs. In addition to the stipend and other ASU benefits, we also provide new doctoral students with \$2,000 in guaranteed summer support their first two summers in the program, as well as up to

\$1,000 in funds to cover moving expenses (for those outside of the Phoenix area).

IV.6.b SSFD Graduate Fellowships

SSFD is fortunate to have a variety of fellowships that fund its graduate students. Several students have applied for and have been awarded federal fellowships (e.g., NSF and SHHRC, the Canadian version of NSF). These fellowships provide flexible funding to students to pursue their research interests.

SSFD has the Cowden Endowment that funds graduate research and teaching fellowships, as well as providing significant travel funding to students. In addition, the ASU Graduate College provides funds that strengthen the competitive offers we make to our prospective graduate students. In total, we average over \$200,000/year in fellowships for our graduate students.

IV.6.c SSFD Competitive Doctoral Student Internship Funding

SSFD uses some of the funding generated by its efforts to support competitive research internships for its doctoral students. These internships provide funding that allows our students to gain important experiences that are not obtainable directly through their graduate programs.

The *Intensive Summer Interdisciplinary Internship Experience* provides SSFD doctoral students with up to \$10,000 in summer support to obtain interdisciplinary research and training projects at a host institution outside of ASU. These highly competitive awards allow for travel and living expenses to work with research faculty from around the world in gaining training that is not available at ASU. Examples of such experiences include: data collection with international AIDS workers in Africa, attending sexuality dynamics workshop in the Netherlands, gaining exposure to costs-benefits analytics at UC Irvine, participating in multi-site research collaboration in Mexico, and developing expertise in the use of eye-tracking at UCLA and learning from world-class faculty in this area.

The *SSFD Doctoral Student Summer Internship Program in the Institute for Interdisciplinary Salivary Bioscience Research* provides summer support that place interested students in ASU's Institute for Interdisciplinary Salivary Bioscience Research. Students spend the summer gaining experience in the use of salivary biomarker data and develop collaborations with the personnel at the Institute.

V. SSFD Faculty

Table 31: Faculty Profile

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	College 13-14
Tenured/Tenure-Track Faculty Headcount¹	30	31	40	37	34	35	731
Total Degrees Awarded per T/TT Faculty Headcount	10.3	11.7	13.2	16.9	19.0	18.1	7.13
% Women Tenured/Tenure-Track Faculty¹	65%	63%	66%	70%	73%	71%	44%
% Minority Tenured/Tenure-Track Faculty¹	11%	12%	14%	14%	10%	11%	22%
Total Faculty Headcount²	45	51	64	66	60	59	1,113
Tenured/Tenure-Track Faculty FTE²	29	29	38	36	32	33	765

Total Faculty FTE^{2,3}	45	48	61	64	58	58	1,079
Student FTE/Faculty FTE Ratio	44.2	53.8	42.6	47.8	46.3	44.6	26.6
Staff FTE³	10	9	11	7	5	6	743
RA/TA FTE⁴	25	25	37	33	31	25	603

¹Headcount = Full-time tenured/tenure-track faculty (30% or more FTE), including department chairs.

²Total faculty includes professors, instructors, lecturers, and faculty associates.

³Employee FTE paid from state funds only as of the end of September.

⁴RA/TA FTE paid from all funds as of the end of September based on Arizona Board of Regents code 7.

Table 32: Faculty Areas of Expertise

Faculty Name (last name, first)	Rank	Highest Degree Attained	Courses Taught During Last Academic Year	Areas of Scholarly Work and Research (plus titles and amount of funding for any funded research during last 2 years).
Abry, Tashia	Assistant Research Professor	PhD	SOC 390 – Social Statistics I FAS 390 – Supervised Research Experience FAS 499 – Individualized Instruction	Children’s social and emotional development; Teacher-student relationships and interactions; Implementation fidelity Funding: N/A
Agadjanian, Victor	Professor	PhD	SOC498/598 Epidemics and Society	Demography Advancing Gender Equality and Women's Empowerment in Armenia \$377,172 (2012-2014) Behavioral and Institutional Barriers to HIV Prevention Among Migrant Women \$129,756 (2014) Childbearing Dynamics in a Setting of High HIV Prevalence and Massive ART Rollout \$217,539 (2012) Global Recession Local Instability and Migration from Kyrgyzstan \$18,590 (2012)
Bodman, Denise	Principal Lecturer	PhD	CDE 498/598 Children and Family Violence CDE 232 Human Development FAS 370 Family Ethnic Cultural Diversity FAS 498 Honors CDE 430 Infant/Toddler	Family relationships, parenting, culture, human development. Most Recent Publication: Death and the Family (Family Science Encyclopedia), in press.

			Development in the Family FAS 331 Marriage/Family Relationships	
Bradley, Robert	Professor	PhD	CDE/SOC/PSY 598 Topic: Home Impact on Children's Development PGS 399 Supervised Research PSY 499 Individualized Instruction CDE/PSY 498 Pro-Seminar: Home Impact on Children's Development EDP792 Research FAS 499 Individualized Instruction	Socioeconomic Status, Home Environment, Parenting, Fatherhood, Early Education, Child Care New Item Clusters for HOME Inventory, NICHD \$475,000 Development and Validation of HOME Inventory for Late Adolescence, HRSA/MCH \$900,000
Brem, Sarah	Associate Professor	PhD	FAS 391/SOC 361 – Research Methods	Public Understanding of Science; Misconceptions of Emergent Systems; Science Education Collaborative proposal: Developing an Instrument for Measuring Student Innovative Engagement; source of support: NSF-EHR-DUE; \$121,083.00; Total Award Period Covered: 7/1/2013 - 6/30/2015 Empirical Research Emerging Research Strand: A Unified Cross-Domain Approach To Studying Learner Understanding Of Emergence Nsf-Ehr; Nsf-Ehr; \$229,112.00
Brougham, M. Jennifer	Instructor	MSW	SOC 101-Introduction to Sociology FAS 101-Personal Growth and Development FAS 331-Marriage and Family SOC 315-Courtship and Marriage FAS 332- Human Sexuality	Development of new course proposal for working with military families and certificate. Paper: National Social Science Association National, "Using Technology to help online TAs: eManaging & eMentoring in a large-scale eLearning environment. Paper: International Center for Leadership Conference, Placencia, Belize, "What about the TAs? Managing teaching assistants in a large scale online learning

			<p>FAS 435-Advanced Family</p> <p>SOC 435-Advanced Family</p> <p>FAS 499-Individualized Instruction</p>	environment.
Christopher, F. Scott	Professor	PhD	<p>FAS 332 – Human Sexuality</p> <p>FAS 390 -- Research</p>	<p>Human Sexuality, Close Relationships, Intimate Partner Violence.</p> <p>2012-2013 - College of Liberal Arts & Sciences Seed Grant: Lives of Teens – Focus Groups. \$42,115.</p>
DeLay, Dawn	Assistant Research Professor	PhD	<p>SOC 390 –Social Statistics I</p> <p>CDE 598 –Topic: Social Network Analysis</p> <p>FAS 390 –Supervised Research Experience</p>	Peer Relationships, Childhood and Adolescence, Social and Group Dynamics, Innovative methodology
Dobratz, Patricia	Lecturer	JD	<p>FAS 440-Fundamentals of Marriage and Family Therapy</p> <p>FAS 301-Introduction to Parenting</p> <p>FAS 573-Dysfunctional Families</p> <p>FAS 574-Family Theory for MFT</p> <p>FAS 579-Applied Research in MFT</p>	Intimate and Family Relationships, Domestic Violence, Ethical and Legal considerations when practicing therapy
Doyle, Mary	Clinical Lecturer	MS	<p>FAS 581 – Professional Issues & Ethics in Marriage & Family Therapy</p> <p>FAS 576 – Applied Issues in Human Development: Psychopathology</p> <p>FAS 580 – Marriage & Family Therapy Practicum</p> <p>FAS 572 – Advanced Techniques in Marriage & Family Therapy</p>	Marriage and family therapy

			FAS 578 – Applied Issues in Sexuality for Marriage & Family Therapy	
Duggan, Mary Anne	Assistant Research Professor	PhD	FAS/SOC 484 – Internship FAS 361/SOC 391 – Research Methods FAS 493 – Honors Thesis	Motivation of teachers as learners, school relationships and classroom communities, positive learning environments, and kindergarten as a unique context of schooling
Dumka, Larry	Associate Professor	PhD	FAS/SOC 498/598 – Social Changemaking FAS/SOC 498/598 – Family and Social Policy FAS/SOC 460/598 – CARE 1 - Leadership, Research, and Collaboration in Community Change FAS/SOC 484/584 – CARE 2 – Action Research Internship FAS 101 – Personal Growth in Human Relationship	Family interventions to promote school engagement and prevent mental health problems in middle school students Engaging students in community action research and family policy development and implementation Effects Of Preventive Intervention For Mexican Origin Adolescents – Co-Principal Investigator (2008-2013-26% – \$3,750, 000) Optimizing a Family-Based Drug Abuse Prevention Program for Dissemination - Co-Principal Investigator (2014-2019-\$10%- \$4,473,000)
Elliott, Stephen	Professor	PhD	FAS 598/Soc 598 – Scholarly Writing	Opportunity to learn and students' academic achievement; children's social skills assessment and intervention National Center on Assessment and Accountability for Special Education; \$4,797,924 total/\$2,131,411 past 2 years Integrated technology tools for optimizing instruction and assessment results for students with disabilities \$2,500,000 total/\$999,998 past 2 years
Erchul, William	Research Professor	PhD	N/A	Psychological consultation, School psychology
Fabes, Richard	Professor	PhD	CDE 531 – Theoretical Issues in Child Development FAS 390 -- Research	Peer Relationships, Early School Success, Gender. Sanford Harmony Program, \$1,600,000 Application of Discrete Homotropy Theory to the Study of Children's

				Social Networks, \$4,400
Fey, Richard	Senior Lecturer	PhD	SOC 101 – Introductory Sociology SOC 315 – Courtship & Marriage SOC 340 – Sociology of Deviance SOC 363 – Men & Masculinities	Role and Gender Identities; Marriage and Family Relationships; Deviance, Crime & Delinquency; Technology & Society
Foster, Stacie	Assistant Research Professor	PhD	CDE 232—Human Development Through the Lifespan FAS 390 – Supervised Research	Peer Relationships, Early School Success, Gender
Gaertner, Bridget	Lecturer	PhD	CDE 450 – Child Dysfunction in the Family CDE 337 – Early Childhood Intervention FAS 264/SOC 264 – Gender and Society	Early Intervention, Infant Mental Health, Social-Emotional Learning, Peer Relationships
Gemelli, Marcella	Lecturer	PhD	CDE 500 - Graduate Research Methods SOC 334 – Technology and Society SOC 391 – Research Methods SOC 390 – Social Statistics I SOC/CDE 312 – Adolescence SOC 424 – Women and Health	Motherhood and work
Glick, Jennifer	Professor	PhD	SOC 333 - Population	Demography, Immigration, Impacts of Migration on Families and Children. Advancing Health Equity Through Multi-Level Cultural Determinants Research (\$291,708.00) Innovation in the Measurement of Community Contextual Features (432,968.00)
Green, Samuel	Professor	PhD	CDE 598 – Analysis of Variance for the	Quantitative methodology: structural equation modeling;

			Behavioral Sciences SOC 390 – Social Statistics I FAS 505 – Applied Regression Analysis	reliability theory; factor analysis; and multivariate analysis of means Home Inventory: Reviews of Interventions, Exposure to Teratagens and Measurement, Co-PI. Amount: \$781,109. Working Memory And Word Learning In Children With Typical Development And Language Impairment, Co-PI. Amount: \$2,992,822.
Greiving Mehall, Karissa	Clinical Lecturer	PhD	FAS 570: Introduction to Marriage & Family Therapy FAS 571: Assessment in Marriage & Family Therapy FAS 575: Applied Issues in Couples Therapy FAS 577: Applied Issues in Child & Adolescent in Marriage & Family Therapy FAS580 : Marriage & Family Therapy Practicum	Clinical practice/application of Marriage and Family Therapy Providing Clinical Supervision and Training in Marriage & Family Therapy PREPARE/ENRICH Certified in Pre-Marriage Preparation Program/Strengthening Marriages Program. Gottman Method Therapy-Level 1 Certification. Bridging the Couple Chasm' Couples Therapy - A Research-Based Approach.
Griffin, William	Professor	PhD	SOC 435 – Advanced Family Relationships FAS 435 – Advanced Family Relationships	Analysis and Computational Modeling of Dyadic Interactions and Peer Relationships
Ha, Thao	Assistant Research Professor	PhD	N/A	Adolescent Romantic & Peer Relationships, Depression
Hanish, Laura	Professor	PhD	FAS 598 – Professional Development: Grant Writing (Fall 2014) CDE 634 – Prevention and Child Development (Fall 2013)	Peer Relationships, Aggression and Bullying, School Success Sanford Harmony Program, \$1,600,000 Application of Discrete Homotopy Theory to the Study of Children's Social Networks; \$4,400
Hayford, Sarah	Associate Professor	PhD	2013-2014: no courses, sabbatical 2014 fall: SOC 264/FAS 264, Gender and Society	Social demography: fertility intentions and behavior, family demography, sub-Saharan Africa Distal Determinants Of Disparities In Unintended Fertility: \$356,702.00 (NICHD)
Hedberg, Eric	Assistant	PhD	SOC 390 Intro Stats	Experimental Design, Statistical

	Professor			<p>Methods, Networks</p> <p>Hedges, L.V. (PI), E. C. Hedberg (Co-PI). State Longitudinal Data Systems Public-Use Project Feasibility Study. (IES R305D140045). Award: \$796,953.</p> <p>Hedges, L.V. (PI), E. C. Hedberg (Co-PI). Advancing State-specific Design Parameters for Designing Better Evaluation Studies. (IES R305D140019) Award: \$677,372.</p> <p>Hedges, L.V. (PI), E. C. Hedberg (Co-PI). State Longitudinal Data Systems Public-Use Project Pilot Study. (Spencer Foundation Grant #201400002). Award: \$45,000.</p> <p>Hedges, L.V. (PI), E. C. Hedberg (Co-PI). Methods to Protect Privacy in State Longitudinal Data Systems Research File. (NSF DGE-1437953). Award: \$710,614.</p>
Hita, Liza	Lecturer	PhD	<p>SOC 101 (2) – Introductory Sociology</p> <p>SOC 352 (3) – Social Change</p> <p>SOC/FAS 324 (2) – Work and the Workplace</p> <p>SOC 334 (1) – Technology and Society</p> <p>FAS 370 (2) – Family Ethnic and Cultural Diversity</p>	<p>High conflict families, Never Married Parents, multicultural/indigenous psychology, social justice, counselor training</p> <p>Center grant in the REACH center (NIDA) for New Beginnings Program (2011-2014)</p> <p>IWOK (Indigenous Ways of Knowing): Native American elders speak on historical and intergenerational trauma: Implications for survival as indigenous people</p>
Husman, Jenefer	Associate Professor	PhD	<p>CDE 232 Human Development</p> <p>FAS 391/SOC 361 – Research Methods</p> <p>SOS 598 – IGERT SUN Entrepreneurship</p> <p>SOS 598 – IGERT SUN Energy in Context</p> <p>GRD 598 Graduate K-12 STEM education</p>	<p>Motivation for Learning, Future Time Perspective, Engineering Education Research, Science Education research.</p> <p>Administration: ERC for Quantum Energy and Sustainable Solar Technologies: QESST; Source of Support: NSF-ENG-EEC; \$16,550,082.00; Total Award Period Covered: 8/15/2011 - 7/31/2016</p> <p>IGERT: Solar Utilization Network (SUN); Source of Support: NSF-EHR-DGE; \$3,006,642.00; Total</p>

				<p>Award Period Covered: 7/1/2012 - 6/30/2017</p> <p>Collaborative proposal: Developing an Instrument for Measuring Student Innovative Engagement; source of support: NSF-EHR-DUE; \$121,083.00; Total Award Period Covered: 7/1/2013 - 6/30/2015</p>
Iida, Masumi	Assistant Professor	PhD	<p>SOC 390 – Social Statistics I</p> <p>FAS 390 -- Supervised Research</p>	Intimate Relationships, Stress and Coping, Social Support, Daily Diary Methodology, Longitudinal Analysis
Jager, Justin	Assistant Professor	PhD	SOC/CDE 312 – Adolescent Development	Transition to Adulthood, Family Systems, Substance use, Developmental methods
Kronenfeld, Jennie Jacobs	Professor	PhD	<p>SOC 418 Aging And The Life Course (2014 Fall)</p> <p>SOC 424 Women And Health (2014 Fall)</p> <p>SOC 792 Research (2014 Fall)</p> <p>SOC 424 Women And Health (2014 Spring)</p> <p>SOC 799 Dissertation (2014 Spring)</p>	Medical sociology, health policy, preventive health behavior
Kulis, Stephen	Professor	PhD	SOC 363 – Men and Masculinity	<p>Youth risk behavior; prevention science</p> <p>National Institutes of Health/National Institute on Minority Health and Health Disparities (R01 MD006110), \$1,906,250. Role: Principal Investigator.</p> <p>National Institutes of Health/National Institute on Minority Health and Health Disparities (2P20MD002316), \$6,307,851. Roles: P.I. for this center grant’s “Research Core”; P.I. for main study, “Urban American Indian Youth Substance Use: Ecodevelopmental Influences.”</p>
Kurz, Alexander	Assistant Research Professor	PhD	N/A	<p>Opportunity-to-learn (OTL); teacher effectiveness; teacher evaluation; applied behavior analysis (ABA); collective impact</p> <p>Thriving Together; PI & Project Director; \$70,000 total (started</p>

				<p>2014)</p> <p>Integrated Technology Tools for Optimizing Instruction and Assessment Results for Students with Disabilities; Co-PI; \$2,500,000 total (started 2013)</p> <p>What Works for Title I: Understanding the Contributors and Barriers to School Improvement; PI & Project Director; \$400,000 total (started 2013)</p> <p>The School System Improvement Project; Co-PI; \$39,703,502 total (started 2012 – subcontract with Rutgers University as prime)</p> <p>National Center on Assessment and Accountability for Special Education Investigator; \$4,797,924 total (started 2011 – subcontract with University of Oregon as prime)</p>
Ladd, Becky	Associate Professor	PhD	<p>SOC 390: Social Statistics I (Spring and Fall 2014)</p> <p>CDE 498/598: Bullying and Peer Victimization in Childhood (Fall 2014)</p>	<p>Peer relationships (peer victimization, friendship, peer acceptance), social-emotional learning, social competence</p> <p>Institute of Education Science: Social and Behavioral Context for Academic Learning (R305A090386) Co-PI: Development of the 4R SUCCESS Program aimed at improving elementary school-aged children’s social and scholastic competence; \$1,820,338</p>
Ladd, Gary	Professor	EdD	CDE 612: Peer Relations Seminar (Fall 2014)	<p>Children’s and Adolescent’s Peer Relations and Social Competence, Schooling and School Engagement, Social-Emotional Learning</p> <p>Institute of Education Science: Social and Behavioral Context for Academic Learning (R305A090386)</p> <p>PI: Development of the 4R SUCCESS Program aimed at improving elementary school-aged children’s social and scholastic competence; \$1,820,338</p>
Levy, Roy	Associate Professor	PhD	None (on sabbatical)	Psychometrics, Statistics

				<p>Data Analytic and Psychometric Methods for Innovative Educational Systems; \$112,756</p> <p>Hierarchical and Bayesian Analyses for Large Scale Complex Data; \$88,000</p> <p>Psychometrics for Gaming and Simulation-Based Assessment; \$22,741</p> <p>National Research and Development Center on Assessment and Accountability for Special Education; \$432,823</p> <p>Developing Guidelines for Optimizing Levels of Students' Overt Engagement Activities; \$49,615</p>
Low, Sabina	Professor	PhD	N/A	<p>Lifespan violence, Early school intervention, Impacts of maltreatment and poverty on children's functioning</p> <p>NIJ - Trajectories from bullying to dating violence, \$600,000</p> <p>NIJ- Risk and protective factors for intimate partner violence among high risk young adults, \$400,000</p> <p>Committee for Children, Project YES, \$1,700,000</p>
Martin, Carol	Professor	PhD	<p>CDE 531 - Theoretical Issues in Child Development</p> <p>CDE 499— Individualized Instruction</p> <p>CDE 592 - Research</p> <p>CDE 599 - Thesis</p> <p>CDE 792—Research</p> <p>CDE 799—Dissertation</p> <p>CDE 590 -Reading and Conference</p>	<p>Gender Development, Peer Relationships, Early School Success</p> <p>Sanford Harmony Program, \$1,600,000</p> <p>Application of Discrete Homotropy Theory to the Study of Children's Social Networks, \$4,400</p>
Menjivar, Cecilia	Professor	PhD	<p>SOC 498/598 Gender Violence</p> <p>SOC 378 Immigration</p>	<p>Immigration laws and immigrant families, gender and generational relations, social networks.</p>

			and Society	<p>2014-2015 John S. Guggenheim Fellowship, \$40,000</p> <p>2014 American Sociological Association/National Science Foundation Travel Grant, \$1,500</p> <p>2014 Austere Borderlands: Migration and Belonging. \$12,000 (PI, IHR, ASU)</p> <p>2013-2016 “Distal Factors and Proximal Settings as Predictors of Latino Adolescents’ Activities: Insights from Mixed Methods.” W.T. Grant Foundation. Role: Co-PI (Sandra Simpkins, PI) (\$65,078 individual recognition)</p> <p>2014-2016 “Behavioral and Institutional Barriers to HIV Prevention Among Migrant Women.” NICHD 1R21HD078201-01 Role: Co-Investigator (Victor Agadjanian, PI) (\$130,139 individual recognition)</p>
Miller, Cindy	Assistant Research Professor	PhD	SOC 390 – Social Statistics	Gender Development, Peer Relationships, School-based SEL Interventions
Reeing, Amy	Lecturer	PhD	<p>CDE 232 – Human Development</p> <p>FAS 301 – Introduction to Parenting</p> <p>FAS 499 – Individualized Instruction</p> <p>FAS 580 – Online Teaching Practicum</p>	Human Development, Parenting, Romantic Relationships
Schulte, Ann	Professor	PhD	None (Research appt.)	<p>School-based services and outcomes for students with disabilities, learning disabilities, treatment integrity</p> <p>National Center on Assessment and Accountability for Special Education; \$4,797,924 total/\$2,131,411 past 2 years (CoPI with Elliott)</p>
Seaton, Eleanor	Associate Professor	PhD	CDE/SOC 312 – Adolescent Development	<p>Racial discrimination, Racial Identity, Black Adolescents</p> <p>Ethnic and Racial Identity in the 21st Century - \$27,500</p>
Seeley, Bridget	Lecturer	PhD	FAS/SOC 264 – Gender	Children’s effortful control and

			<p>and Society</p> <p>CDE 232 – Human Development</p> <p>FAS 331 – Marriage & Family Relationships</p> <p>FAS 499 – Independent Study</p> <p>FAS 301 – Introduction to Parenting</p> <p>FAS 332 – Human Sexuality</p> <p>FAS/SOC 435 – Advanced Marriage and Family Relationships</p>	<p>adjustment</p> <p>Parental participation in school</p>
Simpkins, Sandra	Associate Professor	PhD	<p>FAS 390 – Research experience</p> <p>FAS 499 – Research experience</p> <p>FAS 590 – Readings & conferences</p> <p>FAS 799 – Dissertation</p> <p>SOC 499 – Research experience</p> <p>FAS 493 – Honors Thesis</p> <p>FAS 591—Seminar on Mixed Methods</p>	<p>After-school activities, STEM, motivation, family processes, Latino adolescents.</p> <p>Distal Factors and Proximal Settings as Predictors of Latino Adolescents' Activities: Insights from Mixed Methods, \$260,000.</p> <p>CAREER: How families motivate Mexican-origin adolescents to pursue physical science in high school, \$297,000.</p> <p>Development of self-direction in youth-programs-family interactions systems: Latino and Non-Latino adolescents, \$12,480.</p> <p>Exploring new mechanisms to explain how adolescent health shapes friend selection, \$169,000.</p>
Snyder, Bradley	Associate Professor of Practice	MPA and EdM	N/A	<p>Peer Relationships; Children and Social Networks; School, Institutional and Community Climate</p> <p>Dion Initiative for Child Well-Being and Bullying Prevention (from the Kevin Mossier Foundation): \$20,000</p>
Spinrad, Tracy	Professor	PhD	<p>CDE 232 – Human Development</p> <p>CDE 430 – Infant Development in the Family</p>	<p>Social Competence, Effortful Control, Socialization</p> <p>The Roles Of Emotion Regulation And Peer Context In Children's Achievement Funded at</p>

			FAS 390 – Research FAS 780 – Teaching Practicum	\$1,953,793 for 5 years.
Swanson, Jodi	Assistant Research Professor	PhD	SOC 390 – Social Statistics I	Children's positive emotional, social, and academic development; Self-regulation; Parents' and teachers' socialization behaviors; Social and academic classroom dynamics in early schooling
Thompson, Marilyn	Associate Professor	PhD	CDE 591 – Exploratory and Confirmatory Factor Analysis SOC 390 – Social Statistics I FAS 508 – Structural Equation Analysis	Quantitative methodology, particularly structural equation modeling; Children's social, emotional, and academic development, with emphasis on English language learners The Roles of Emotion, Regulation, and Peer Context in Children's Achievement, \$2,531,730 2014-2017 Development of a Dual Language Narrative Curriculum, \$1,481,976 (ASU share \$301,016)
Tsethlikai, Monica	Assistant Professor	PhD	SOC 390 – Social Statistics I	Culture and cognitive development, executive function, memory William T Grant Scholar, \$350,000
Umana-Taylor, Adriana	Professor	PhD	FAS 390 – Undergraduate Research	Ethnic-Racial Identity, ethnic socialization, parent-child relationships during adolescence, Latino children/families, adolescent pregnancy and parenting Mexican-origin Teen Moms, Their Infants, and Mother Figures: Health & Development. National Institute of Child Health and Human Development (R01HD061376), \$2,929,599; 7/2010 to 5/2015. PI: Umaña-Taylor. Racial Discrimination in Online Contexts: The Impact on Adolescent Adjustment. National Institute of Child Health and Human Development (R01HD061584), \$1,415,635; 4/2010 to 2/2014. Co-I; PI: Tynes. Developmental, Family, and Cultural Pathways to Young Adulthood. National Institute of

				<p>Child Health and Human Development (R01HD032336), \$2,254,851; 3/2010 to 2/2015. Co-I; PI: McHale.</p> <p>Culture, Context, and Mexican American Mental Health. National Institute of Mental Health (R01MH68920), \$3,776,774; 7/2009 to 6/2014. Co-I; PI: Roosa.</p> <p>Health Disparities Research at SIRC: Cultural Processes in Risk and Resilience. National Institute on Minority Health and Health Disparities (2 P20MD002316), \$6,300,000; 2/2012-1/2017. Co-I; PI: Marsiglia.</p> <p>Ethnic and Racial Identity in the 21st Century. Society for Research in Child Development Strategic Plan Grant, \$20,100; American Psychological Association Division 45: Society for the Psychological Study of Ethnic Minority Issues Grant, \$500; Society for Research on Adolescence Innovative Small Grants Award, \$3,000. Total funds: \$23,600. 2/2012 to 4/2014. Co-PI with D. Rivas-Drake.</p>
Updergraff, Kimberly	Professor	PhD	<p>FAS 503 Professional Development</p> <p>FAS 390 – Research</p> <p>FAS 499 – Independent Research</p>	<p>Longitudinal Study of Mexican Origin Youth: Culture, Family, and Adjustment, (PI) \$2,018,854.</p> <p>Developmental, Family, and Cultural Pathways to Young Adulthood,(subcontract), \$450, 242.</p> <p>Mexican-origin Teen Moms, Their Infants, and Mother Figures (co-PI; Umaña-Taylor, PI) \$2,929,599.</p>
Valiente, Carlos	Associate Professor	PhD	<p>FAS 331 Marriage/Family Relationships</p> <p>FAS 390/499 -- Research</p>	<p>Coping, Temperament, Parenting, Social Competence, Problem Behaviors, Academic Achievement.</p> <p>The roles of emotion regulation and peer context in children's achievement. Approximate total awarded from NICHD in 2013 & 2014 = \$931,188 including postdoc supplement.</p> <p>Bradley, R., Umaña-Taylor, A., Valiente, C. (co-Investigator), Development of New Item Clusters</p>

				for the HOME Inventory. National Institute of Child Health and Human Development. Total costs = \$422,393. 4/2011-3/2013.
Van Vleet, Bethany	Lecturer	PhD	SOC 391/FAS 361 – Research Methods SOC 390 – Social Statistics FAS 598 – Statistics for Social Sciences SOC 499 – Individualized Instruction	Longitudinal data analysis, ethnic identity, learning and technology
Visconti, Kari	Lecturer	PhD	N/A	Peer relationships, victimization, coping strategies, social cognition
Walker, Laquitta	Lecturer	MA	SOC 390: Social Statistics	Race and Ethnicity, Family Sociology, Family Demography, Migration
Watson, Carrie	Lecturer	MC	SOC 312/CDE 312 – Adolescence FAS 331 – Marriage and Family Relationships FAS 332 – Human Sexuality FAS 301 – Introduction to Parenting	N/A
Weigand, Barbara	Instructor	MSW	CDE 574 Assessment for Infant-Family Practice CDE 572 Observation for Infant-Family Practice CDE 571 Infant Mental Health for Infant-Family Practice CDE 575 Advanced Observation for Infant-Family Practice CDE 584 Internship	N/A
Weigand, Robert	Principal Lecturer	MS	CDE 338 Child Development Practicum CDE 573 Cultural Competence for Infant-Family Practice	Infant & early childhood mental health, early childhood intervention, child care, child abuse prevention

			CDE 576 Applied Research Methods for Infant-Family Practice	
Whitaker, Lisa	Lecturer	PhD	SOC 101 – Introductory Sociology SOC/FAS 324 – Work & the Workplace SOC 352 – Social Change SOC 483 – History of Social Thought FAS 580 – Online Teaching Practicum	N/A
White, Rebecca	Assistant Professor	PhD, MPH	FAS 531 – Theoretical Issues Family FAS 361 – Research Methods SOC 391 – Research Methods	Adolescent development, Parenting, Neighborhoods, Culture A New Look at Neighborhood Ethnic Concentration, \$350,000
Wilkens, Natalie	Assistant Professor	PhD	CDE 598 – Latent Growth & Mixture Models-Longitudinal Data FAS 390 – Supervised Research Experience FAS 499 – Individualized Instruction	Children's social and emotional adjustment. Primary focus is taxonomy and development of social withdrawal, as well as its correlates and outcomes within the person-, family-, and peer-context. Secondary focus is understanding children's life events, coping, adjustment, and social competence in international contexts. Active in the areas of temperament and self-regulation. No external funding received
Yabiku, Scott	Associate Professor	PhD	SOC 331 – Environmental Sociology	Demography, Family, Population & Environment, Fertility, Substance Use, Migration Innovation in the Measurement of Community Contextual Features, \$430,853 CNH: Feedbacks Between Human Community Dynamics and Socioecological Vulnerability in a Biodiversity Hotspot, \$1,449, 521
Yoo, Brandon		PhD	CDE 394 – Race and Child Development APA 360—Asian American Psychology	Social Justice and Multicultural Counseling, Racial Stereotypes and Racism, Racial and Ethnic Identity Development, Ecology of Culture-specific Stressors and Mental Health

V.1 Faculty Strengths

Overall, in the short time that the SSFD has been in existence, the strides that have been made by SSFD faculty are quite remarkable. Despite the challenges associated with the initial transition, faculty and staff are collegial and work together well to create a productive and supportive work environment. Since the last review, SSFD has experienced considerable growth in faculty. This growth was the result of direct hiring tenure/track faculty (6), the influx of non-tenure instructional (10) and research faculty (7), and in faculty moving into SSFD from other units (9). At the same time, several faculty have left the unit due to being hired by another institution (4) or transferred to another unit at ASU (1). Several retirements also have occurred since our last review (5). Moreover, the size and scale of SSFD has provided us with the resources and opportunities to accomplish some goals that could not have been accomplished otherwise.

V.1.a Teaching

SSFD faculty largely provides instruction in SSFD – we do not rely on part-time adjuncts to any great degree. For the most part, this arrangement is successful; we take advantage of differing expertise among the faculty to provide a high-quality education at the undergraduate and graduate levels. This claim is underscored by the fact that several faculty members in the school have been nominated for or won various teaching recognition awards. Although we have a considerable number of majors, the large numbers of student credit hours generated by our courses reveal the strong service contribution our courses make to our college and university.

As our faculty are increasingly successful in funding their research, and as we address ways to support early career scholars, teaching loads vary. With the dramatic increase in the demand for our courses, we have had to increase the size of many our courses. In response to this, we have hired several new instructional faculty who make significant contributions to the overall instructional excellence. These faculty play a vital role in accomplishing our immediate and long-term goals.

To support faculty in their continuing development of high quality and innovative teaching, we recently developed a new seed grant that will provide up to \$5,000 in funds for such efforts. The SSFD *Instructional Excellence Seed Grant* (IESG) is open to all SSFD faculty (tenured, tenure-track, instructional, and research) and is designed to advance instructional excellence by providing funding that allows faculty to enhance their instructional expertise and quality. These funds can be used to support travel to teaching workshops, purchase software or hardware for instructional purposes, develop seminars, support external instructional grant submissions, or other instructionally related activities. Priority for funding will be given to SSFD faculty whose responsibilities are more heavily tied to instruction and to submissions that result in instructional outcomes that are sustainable.

V.1.b Research

As a group, the SSFD research faculty are exceptionally strong. All research faculty – both tenure/tenure-track and non-tenure track -- have active research programs and regularly publish in top-tier journals. They also present their research at conferences and are invited to present both within the US and abroad. Many of our faculty have research grants, and are submitting new grants.

This growth is reflected in the fact that research expenditures for SSFD have more than tripled since SSFD began (see Figure 8). Comparative data within and outside of ASU provide additional indicators of SSFD's success in external funding. For instance, as of Fall 2014, SSFD was the leader in external funding in the Division of Social Sciences at ASU. Moreover, recent comparisons with research expenditures of Human Development and Family Studies programs at other institutions show that the funding trajectory in SSFD exceeds those of similar programs at many other institutions (see Table 33).

Figure 8
Sanford School Annual Research Expenditures

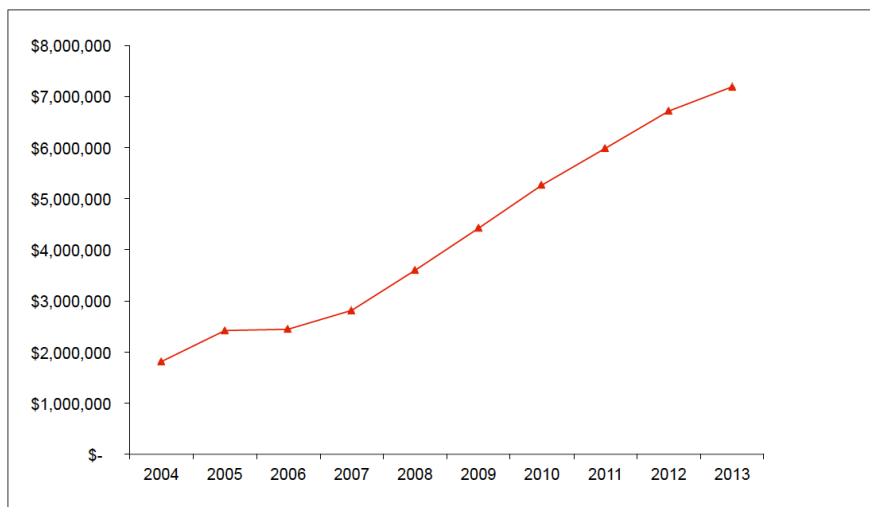


Table 33: Comparative Funding Data

Comparison of Research Expenditures	08/09	09/10	10/11	11/12	12/13	13/14
Arizona State University	\$3,601,990	\$4,421,198	\$5,267,802	\$5,988,087	\$6,718,522	\$7,188,734
Auburn University	\$5,101,495	\$5,445,174	\$4,005,773	\$5,187,961	\$4,742,503	\$4,319,957
Iowa State University	\$5,010,000	\$9,780,000	\$6,590,000	\$4,680,000	\$4,570,000	\$5,240,000
University of Georgia	\$38,562,340	\$17,927,663	\$25,558,787	\$22,717,401	\$34,387,739	\$28,978,066
Texas Tech University	\$870,728	\$1,258,378	\$980,850	\$678,253	\$579,864	\$1,225,460

Additionally, ASU is a leader in generating research expenditures in the social sciences. As can be seen in Table 34, the most recent NSF Higher Education Research and Development (HERD) expenditures ranks ASU eighth in the social sciences. Because SSFD is among the highest social sciences units at ASU in research expenditures, SSFD is making a major contribution to the exceptionally high ranking ASU holds in this area of excellence.

Table 34: Top 10 Ranked Institutions for Social Science Higher Education Research and Development Expenditures (NSF, 2013; Dollars in Thousands)

		2013
Rank	Institution	All social sciences
1	U. MI, Ann Arbor	157,990
2	U. NC, Chapel Hill	93,515
3	U. MD, College Park	84,186
4	Harvard U.	83,825
5	Rutgers, State U. NJ, New Brunswick	58,636
6	U. CA, Berkeley	48,318
7	U. WI, Madison	45,731
8	AZ State U.	41,366
9	U. CA, Los Angeles	40,452
10	Cornell U.	34,466

Because of their successful research careers, SSFD research faculty generally are active in the profession. They serve on committees for professional organizations, review grants and manuscripts, are editors of journals, and serve on editorial boards. Many have been elected fellows of various professional societies and several have won prestigious awards (e.g., Guggenheim, W. T. Grant Scholars, Obama Presidential Scholar) or have named professorships (Cowden, John Whiteman, Elizabeth Guillott, Phil Mickelson).

Overall, the output is excellent. For example, during the last evaluation year of SSFD (January 1 to December 31, 2013), research faculty in SSFD published 106 journal articles, 32 book chapters, eight books, and presented 201 papers at national and international conferences. Much of this work comes in the context of the large projects and enterprises that reflect SSFD's interdisciplinary structure and goals. Moreover, most research faculty members are actively involved in multiple research programs.

V.1.c SSFD Institutes, Centers, Enterprises, and Initiatives

As noted, research faculty in SSFD typically come together within contexts that allow them to conduct interdisciplinary work around major themes and issues. These contexts include research institutes, centers, enterprises, and initiatives that are designed to promote large-scale research programs in which teams work collaboratively to address a common theme. The themes reflect one or more areas of focused strength areas represented in SSFD. Each institute, center, enterprise, or initiative includes a set of coordinated projects and activities that, combined, provide theoretically and conceptually grounded investigations of focal issues relevant to the well-being of children, youth, and families. Additionally, one or more SSFD faculty members lead these. Research teams consist of individuals from an array of disciplinary backgrounds (e.g., methodologists, practitioners, academics), bringing multiple strengths and perspectives to the teams' work. Team members come from SSFD as well as from other units at ASU or other institutions and include senior and junior faculty, postdoctoral fellows and interns, graduate and undergraduate students, and staff. In addition, community partners often play key roles in many of the efforts, speaking to the value of community embeddedness in SSFD and at ASU.

In 2006 (the time of our prior review), SSFD housed the Family and Human Development Research Institute, the Center for Population Dynamics, and the Child Development Laboratory. Since then, we have made substantial progress in expanding our research infrastructure by creating new enterprises and initiatives and by redefining and expanding the capacity of existing ones. The growth in research infrastructure has been the result of hiring and identification of successful senior faculty to lead new research efforts, the creation of conceptually connected research teams, and the effective use of resources (e.g., seed funding). As a result, SSFD boasts seven new enterprises (large, multi-project, and multi-purpose efforts) and initiatives (more singularly focused on a particular topic/theme) since our previous review, and more are currently being planned.

Research institutes, centers, enterprises, and initiatives also contribute to meeting the educational and impact goals of SSFD. For instance, student training and mentorship are key functions of each collaborative team. Teams establish mentorship models and organize various educational opportunities for junior investigators, which include (but are not limited to) hosting speakers, providing seminars and workshops, involving students in faculty-led projects and activities, supporting student-led projects and activities, ensuring skills training, and creating other learning opportunities.

Similarly, these contexts also provide a framework for meeting SSFD's outreach and impact goals of connecting to the local community; identifying and meeting community needs related to the well-being of children, youth, and families; providing trained professionals to work with children, youth, and families; and disseminating evidence-based information. Many of the activities have explicit translational agendas, as evidenced by topics addressed, involvement of community partners,

development or dissemination of programs, and service provision.

These large-scale efforts are destined to change as people and resources change. Older efforts may begin to fade as new ones pick up steam. For example, this spring (2015), we are engaged in a cluster-hire of up to three new faculty in the area of trauma and violence for children, youth, and families. These new hires will form the basis for a new effort in this area, bringing new ideas and areas of emphasis for research, programming, training, and funding. SSFD currently houses and supports the following institutes, centers, enterprises, and initiatives:

V.1.c.1 Family and Human Dynamics Research Institute (FHDRI; Director: Robert Bradley)

The Family and Human Dynamics Research Institute (<http://fhdri.clas.asu.edu/>) is an interdisciplinary research unit. The core goal of the FHDRI is to catalyze and facilitate interdisciplinary research by stimulating, supporting, and extending inventive ideas among ASU's faculty. To accomplish this goal, the FHDRI (1) provides an infrastructure that facilitates collaborative research across the social and behavioral sciences; (2) invests in the development of investigator-initiated, externally-funded research projects; (3) supports training of the next generation of promising young scholars, both pre- and post-doctorate; (4) sponsors seminars and workshops; and (5) disseminates findings from research and disseminates policy- and practice-relevant information based on research findings.

The FHDRI supports faculty-initiated research groups. These groups arise from clusters of faculty working on problem-focused research in many different fields, with members united in their efforts to address critical issues in the lives of children, youth, and families, and dedicated to the expansion of ideas related to the dynamics of human development and interactions between people and their social environments (e.g., the biology of parenting, impact and excellence in early child care). Likewise, the FHDRI collaborates with investigators at other institutions of higher learning and with professionals in various governmental and non-profit agencies towards these ends. In sum, the FHDRI provides a flexible institutional context for cross-collaboration that is designed to induce a dense intellectual lattice of crosscutting substantive, methodological, technical, and policy foci. These features create the potential for insight and collaboration that would otherwise not occur.

V.1.c.2 Center for Population Dynamics (CePoD; Director: Jennifer Glick)

The Center for Population Dynamics (<https://thesanfordschool.asu.edu/cepod>) is an interdisciplinary center that facilitates professional growth and collaboration of on- and off-campus researchers and students interested in population matters. CePoD affiliates represent a broad range of disciplines and professional backgrounds, conceptual and methodological approaches, and geographic foci. Participating faculty bring interests in topics (such as family, migration, adult and child well-being, and health) that contribute to SSFD's mission of addressing child, youth, and family functioning. Because the topics relevant to social demography span the globe, CePoD takes an international focus, thereby meeting ASU's design aspiration of engaging globally. In addition to the US, Center affiliates have research programs throughout Latin America, Asia and South Asia, sub-Saharan Africa, and Eurasia. Several projects also address issues in Phoenix and the Southwest border area. As such, this work enables CePoD to make unique contributions to the study of our region.

CePoD promotes collaborative research and training in demography at both the graduate and undergraduate levels. Regular activities have included a colloquium series of both outside speakers and internal affiliates, opportunities for faculty and students to give practice talks for upcoming conferences, a summer workshop series focused on issues in population research, and a seed grant program. Recent indicators of success include funded research projects that cross disciplinary boundaries of science, drawing upon fields including biogeochemistry, systems modeling, and medical informatics. Examples include a project that examines invasive species, community governance, and

forests in South Asia. Another project, partnering with the ASU Southwest Interdisciplinary Research Center, uses big data from medical records to study minority health at a time of changing immigration policy and economic conditions in Phoenix, Arizona. These projects illustrate the Center's interdisciplinary, problem-focused research and also presage future directions.

V.1.c.3 The Latino Resilience Enterprise (LRE; Directors: Adriana Umaña-Taylor, Kimberly Updegraff, Rebecca White, & Sandi Simpkins)

The Latino Resilience Enterprise (<http://www.latinoresilience.org>) was established in 2012 with support from SSFD, ASU's College of Liberal Arts and Sciences, and the National Institutes of Health. It serves as a research enterprise that supports a series of initiatives focused on conducting basic and applied research to identify factors and develop programs that promote positive outcomes among Latino youth and their families. All initiatives housed within the LRE have a fundamental goal of conducting high quality research that results in advancing our understanding of how to improve the lives of Latino youth and their families. Currently, seven initiatives benefit from the unique conceptual, methodological, and resource infrastructure provided by this enterprise, which includes a distinguished speaker series, a brownbag series, annual methodological training workshops, and full-time research support staff. The initiatives that are supported by the LRE have diverse foci (e.g., STEM, teenage pregnancy and parenting, promoting positive sibling relationships), but share a strong commitment to advancing scholarship and evidence-based practice on Latino youth and families; this common focus has cultivated a rich research environment supporting synergistic efforts across research staff, trainees, and faculty. Currently, three full-time research support staff, three postdoctoral research fellows, nine graduate research assistants, and four faculty members are actively engaged in advancing the mission of the LRE. It supports multiple research projects and intervention programs, which share staff resources and provide a diverse training experience for undergraduate, doctoral, and postdoctoral students interested in conducting research and implementing programs that promote positive adjustment among Latino youth and families.

These projects include the ASU SIBS Program, the Supporting Mexican-origin Adolescent Mothers and their Infants (MAMI) Project, Project REACH, the Families and Science Project, the Success in Latino Neighborhoods Initiative, the Identity Project, and the Families Preparing the New Generation Project. These projects address issues related to Latino family and sibling well-being and parenting, child and adolescent successful development, science learning of Latino adolescents, ethnic-racial identity of Latino youth, and the concentration of Latino families in ethnically segregated neighborhoods. Together these projects have led to the development and evaluation of intervention programs, publication of over 30 manuscripts, grant applications, and dissemination of findings to a wide array of community partners. Through these activities, the LRE has had and will continue to have a significant impact on issues of diversity, equity, and inclusion broadly in the southwest community and the US.

V.1.c.4 The Lives of Girls and Boys Enterprise (Lives; Directors: Carol Martin, Laura Hanish, Richard Fabes, and Kimberly Updegraff)

The Lives of Girls and Boys Enterprise (<http://livesofgirlsandboys.org>) was established in 2009, with support from SSFD, The T. Denny Sanford Foundation, ASU's College of Liberal Arts and Sciences, and the National Institutes of Health. Lives is an interdisciplinary research enterprise designed to address the real life issues and challenges facing girls and boys as they develop from preschool through emerging adulthood. The mission is to enable girls and boys to form positive and supportive relationships with one another in school and beyond. To accomplish this mission, enterprise members study how girls and boys understand and relate to one another, the quality of those relationships, and how they relate to teaching and learning. They also develop, test, and disseminate school-based interventions that are designed to promote positive peer relationships.

Lives supports or has supported 12 different research programs, each of which includes one or more specific university-community research partnerships that involve working with local preschools, elementary, middle, and/or high schools to examine the intersections of gender, peer relationships, and education. The signature initiative is the Harmony Initiative, a \$6 million effort that serves as the home for the Sanford Harmony Program (<http://sanfordharmonyprogram.org>), an innovative, evidence-based, classroom relationships program. The remaining initiatives provide research support for conceptual, empirical, and methodological innovations that contribute and relate to development of the Sanford Harmony Program. Indicators of research success include approximately 40 publications. Current and future efforts include several research projects that are currently in the field as well as several new grant proposals under review. In addition, Lives provides an infrastructure for training and mentoring of junior faculty, postdoctoral fellows, and graduate and undergraduate students in research, translational sciences, and interdisciplinary ideas.

V.1.c.5 The Dion Initiative (DI; Directors: Bradley Snyder and Laura Hanish)

The Dion Initiative (<http://brad552.wix.com/dioninitiative>) was officially established in the Fall of 2014. It is a university-community partnership, formed as a collaboration to expand and strengthen the impact of a locally built nonprofit effort focused on bullying prevention. Key members of the project include SSFD faculty, postdoctoral fellows, and students, members from other ASU units, and several community partners. The DI grew from the work of First Lady of Phoenix, Nicole Stanton (wife of Mayor Greg Stanton), to build a community-based non-profit program to support local schools, families, and communities in preventing bullying and promoting children's well-being.

Signature projects of the DI including development of an evidence-based teacher professional development program for building skills in relationship development and addressing bullying; creation of a resource center that will provide support to local schools for problems associated with bullying; and other research, development, and translational activities. These include an interdisciplinary app development project to limit online bullying, and support for community service projects that promote youth well-being. Although the DI has only been officially operating for a very short time, initial indicators of success include creation of a strong and transdisciplinary university-community partnership, submission of a grant proposal, success in fundraising, and participation in numerous community events. Future plans include development, evaluation, and dissemination activities.

V.1.c.6 Kindergarten Project (KP; Directors: Tashia Abry, Jodi Swanson Richard Fabes, and Robert Bradley)

The mission of The Kindergarten Project (<http://kindergartenproject.org>) is to work with elementary school students, teachers, schools, and families to understand the role of early school experiences in developing children's social and academic adjustment and connectedness to school. The KP aims to integrate developmental and educational research with the voices of educators, families, and communities to support teachers in the classroom and promote the long-term success of students. In this way, the KP addresses issues related to early childhood education in Arizona.

To date, the KP has developed two important partnerships with local entities. The Scottsdale Public Library Literacy Director sought the team's involvement in refining and evaluating a wide-reaching family literacy program. As part of this partnership, team members co-authored a highly scored grant proposal, currently being revised for resubmission as development of the literacy program continues. Second, KP leadership collaborated with Maricopa County Head Start on a highly scored proposal to develop a school readiness intervention (\$2.4 million). Though not funded, this endeavor spurred a relationship with Jumpstart, an award-winning national early literacy program, which sought the team's assistance in evaluating a new Jumpstart Arizona model funded by the Helios Education

Foundation Arizona, involving local Head Starts, Mesa Community College, and ASU's Mary Lou Fulton Teachers College. The Jumpstart Arizona model launches in the Spring of 2015.

Moreover, the KP has a considerable community presence. This project maintains a monthly column in *Raising Arizona Kids* magazine, distributed to 120,000+ print and online readers. It also distributes a quarterly e-newsletter (*Starting School Successfully*) to 4,000+ Arizona kindergarten teachers, has been featured in several local news media stories, and maintains a widely followed Facebook page. In all of these outlets, the KP team translates research on enhancing early school experiences. Additionally, the team hosts Partnership Meetings with 14 master kindergarten teachers from diverse Arizona districts three times per year to facilitate dialogue about key issues that may be addressed through research.

Indicators of success include three ongoing research studies (sampling pre-service teachers, in-service kindergarten teachers, and kindergarten students and their families), a large-scale grant proposal (\$1.6 million) submitted to the Institute of Education Sciences, research dissemination efforts, and collaborations across other units at ASU and in the community.

V.1.c.7 Collaborative for Student Assessment and Educational Improvement Research (Directors: Stephen Elliot, Alexander Kurz, & Ann Schulte)

The Collaborative for Student Assessment and Educational Improvement Research (<https://thesanfordschool.asu.edu/collaborative-assessment-education-research>) is comprised of externally funded projects that conduct research on assessment of student learning, instructional interventions, and technology innovations that improve educational outcomes. Understanding struggling learners and how their teachers and schools respond are a common theme in all the projects in this collaborative. The Collaborative is led by SSFD faculty members Stephen Elliott, Alexander Kurz, and Ann Schulte and as of 2014, there are 44 other university or industry-based researchers who are affiliated with the Collaborative. These individuals represent 25 US and international universities and private/independent research entities.

This collaborative brings together experienced researchers with expertise in measurement, assessment, and instructional interventions to accomplish four main goals:

1. Coordinate research on struggling learners, including students with disabilities, and the development of new methods and technology tools to address their needs.
2. Share resources and expertise to more effectively advance the reputation of SSFD's research enterprise.
3. Facilitate the training of doctoral students and post-doctoral researchers to extend the impact of the Collaborative.
4. Foster a place for interdisciplinary partnerships and opportunities for researchers within and external to ASU to collaborate on projects of common interest that have the potential to advance student learning and instructional support.

As a result, the work of the Collaborative aligns well with several ASU design imperatives, in particular: (a) *Conducting Use-Inspired Research* that focuses on issues and challenges in the education and social development of struggling learners, (b) *Valuing Entrepreneurship* by encouraging innovation and application of technology tools to advance the efficacy of educational assessment and interventions, and (c) *Engaging Globally* by sharing information and collaborating with colleagues about research issues. Funding for current projects comes from four USDE grants.

V.1.c.8 Social Impact Initiative (SII; Directors: Denise Bodman & Richard Fabes)

The Social Impact Initiative (<https://thesanfordschool.asu.edu/sii>) was created in 2012 to expose

students, faculty, and the general ASU community to important current social issues, raise community awareness about these issues, motivate students to become involved in the community, encourage student-faculty interaction, and enlighten students academically and occupationally. Each year, the SII promotes a different social issue; these have included child abuse, family and domestic violence, and bullying.

Examples of SSI impact include the following:

1. **Learning Opportunities:** Development and teaching of new courses in child abuse, family violence, and bullying at the undergraduate and graduate levels. Course development has included involvement from community leaders in the respective areas. Successful student outcomes of these courses include pursuit of related internship and career opportunities as well as graduate student publications.
2. **Student Engagement Activities:** Establishment of the Social Impact Club, which involved over 75 students engaging in campus activities related to SSI initiatives.
3. **University Awareness Raising:** A resolution was put before the Academic Senate recognizing “Domestic Violence Awareness Month” and encouraging changes to the University to address and reduce relationship violence. As a result of this, an ad hoc committee of faculty and university leaders was formed, and a website was created to give students, faculty, and staff one-stop access to information related to all forms of relationship violence and abuse.
4. **Community Engagement Activities:** Dissemination of information and services (e.g., child fingerprinting) related to the SSI themes at numerous various public and community events on and off campus. Community engagement activities have also included service activities to support families and children who have been affected by child abuse and family violence.

The SII addresses many of the design aspirations of the New American University. It has engaged students, faculty, staff, and community, and provided a touchstone for addressing critical social issues.

V.1.c.9 Arizona Researcher-Practitioner Partner Office (Director: Alex Kurz)

The Arizona Researcher-Practitioner Partnership Office (<https://thesanfordschool.asu.edu/azprep>) supports educational partnerships between school and community stakeholders and researchers who seek answers to practical questions through scientifically rigorous research and program evaluation. Two externally funded initiatives are currently supported: (a) the School Improvement Researcher and Practitioner Partnership, and (b) the Thriving Together Cradle-to-Career Initiative.

The School Improvement Researcher and Practitioner Partnership is a collaboration with the Arizona Department of Education and funded by the Institute of Education Sciences (IES). The goal of the Partnership is to describe and examine the state’s least successful Title I schools, focusing on proximal predictors of student achievement. Key variables are identified that are both malleable and predictive of student achievement, with the ultimate goal of identifying those that are amenable to intervention to improve teaching and learning outcomes. The key metric of success is the continuation of the Partnership through a subsequent IES grant award.

The Thriving Together Initiative is supported by the Valley of the Sun United Way and is part of a national, cross-sector network of cradle-to-career initiatives (<http://strivetgether.org/>), which are currently operating in over 50 communities, involving over 8,000 organizations, and impacting over 5.5 million students across 28 states. As such, Thriving Together applies a collective impact approach that enables communities to create local education ecosystems to support children and youth from cradle to career. To this end, Thriving Together implements a theory of action that is built on four principles: (a) engage the community (i.e., work with a broad array of community voices to create unified education strategies and solutions), (b) focus on eliminating locally defined disparities (i.e., use local data to

identify inequalities in student achievement and prioritize efforts to improve student outcomes), (c) develop a culture of continuous improvement (i.e., use local data, community expertise and national research to identify areas for constant, disciplined improvement), and (d) leverage existing assets (i.e., build on and align existing community resources to maximize impact of the work).

Successes thus far include:

1. Laying the data-analytic groundwork for Thriving Together and overseeing its successful launch across eight school districts, the Maricopa County Community College District, and ASU.
2. Developing an internship program for applied data analysis and collective impact, which was launched in October of 2014. The internship program is intended to engage SSFD graduate students and faculty in the larger community efforts of Thriving Together, while providing the initiative with a consistent, long term, data-analytic and research backbone. Bringing the Thriving Together initiative to the SSFD and ASU allows students and faculty to engage in socially embedded outreach and impact that fuses intellectual disciplines to address the needs of our surrounding communities.
3. Significant community impact - over 200,000 preschoolers, K-12 students, and college students are affected by Thriving Together. Collaborative Action Teams address their needs across nine stages that require expertise from various disciplines: (1) school readiness, (2) 3rd grade reading proficiency, (3) 8th grade math proficiency, (4) high school transition, (5) high school graduation, (6) college readiness, (7) college enrollment, (8) college attainment, and (9) career readiness.
4. Forging new partnerships with other community stakeholders and organizations. The Thriving Together Leadership Council includes Dr. Kent Scribner (Phoenix Union High School District), Barry Broome (Greater Phoenix Economic Council), Tom Franz (Greater Phoenix Leadership), Paul Luna (Helios Education Foundation), Jackie Norton (Rodel Foundation), Todd Sanders (Phoenix Chamber of Commerce), Dr. Maria-Harper-Marinick (Maricopa County Community College), and Dr. James Rund (Arizona State University).

Future plans include:

1. Allowing SSFD and ASU to play a critical role in the implementation and success of Thriving Together, which will foster new partnerships and garner local and national attention.
2. Access to large-scale data sets for additional research projects and publications.
3. Growing the internship program into SSFD courses on action research and collective impact.
4. Opportunities for students and faculty to engage by providing evidenced-based interventions, access to existing programs, expertise, and running intervention trials following the use-inspired research design aspiration.

V.1.c.10 Child Development Laboratory (CDL; Director: Robert Weigand)

The Child Development Laboratory is a teaching, research, and service laboratory serving SSFD as well as the greater University community. Funding for the CDL comes from several sources including internal resources and fees. At the time of the last program review the CDL include two early childhood education/child care facilities, the Child Development Laboratory, and Open Horizons Child and Family Development Center. Open Horizons, which was located on the Tempe Elementary School District's Broadmor Elementary School campus, closed in 2009. The primary mission of the CDL is to provide childcare and early childhood education to approximately 50 toddlers and preschool-age children. More than half of these are children of ASU faculty, staff, or students. CDL staff also provide education and guidance to parents of children enrolled.

Another important mission of the CDL is to train students in best practices in early childhood. For instance, the Child Development Laboratory provides paid and unpaid internships for graduate students enrolled in the SSFD's Master of Advanced Study in Infant-Family Practice. Each year,

approximately one-third of the students enrolled in this degree program complete at least a portion of their required internship at the CDL. Moreover, the CDL annually employs approximately 30 college work-study and student hourly employees. Wages combined with the college work-study grant annually provide approximately \$200,000 of financial support to ASU undergraduates. Most of these students come from families with limited financial resources available to support secondary education, many of them the first in their family to attend college. In addition to employment, these students receive mentoring, academic and career advising, and additional non-credit training by CDL staff. Further, the CDL is the primary laboratory for SSFD's undergraduate child practicum course (CDE 338 Child Development Practicum). The CDL is also utilized as a training site by other core and elective courses in Family and Human Development, including Developmental Risk and Variation, Research Practicum, Human Development, Infant and Toddler Development, and Internship. The CDL contributes to the SSFD's research mission as well, by supporting research on early child development and education. As a research site, the CDL is utilized by SSFD researchers, as well as other units on campus.

The CDL occupies approximately two-thirds of the Family Studies Building on ASU's Tempe Campus. It contributes to the University's commitment to be socially embedded by serving as an important training and technical assistance resource for community-based organizations serving families and young children. Over the past 7 years these have included the Infant-Toddler Mental Health Coalition of Arizona, Prevent Child Abuse Arizona, Crisis Nursery, East Valley Child Crisis Nursery, Maricopa County Head Start, Southwest Human Development, Phoenix Children's Hospital, the Arizona Department of Child Safety, and others.

V.1.d Service and Community Engagement

Every faculty member is engaged in school service, some considerably more than others. There are numerous standing committees that are comprised of academic faculty. Senior faculty also are engaged in college and university committees. Most faculty are actively engaged in professional service. They review journal articles and serve on editorial and mental health boards, federal grant review sections, and professional committees. Moreover, all faculty in the school are engaged in community service. In accordance with ASU's New American University emphasis on social embeddedness, and with the SSFD mission of promoting the welfare and health of children, youth, and families, SSFD faculty have been actively involved in public outreach at the local, regional, national, and international levels.

Lectures and Presentations to the Local, National, and International Community. The SSFD faculty have given lectures and presentations to a variety of local, regional, national, and international audiences. Among them are:

- American Education Research Association
- Arizona Book Festival
- Arizona Center for Afterschool Excellence
- Arizona Funeral Directors Convention
- Arizona School Boards Association
- Arizona Science Teachers Association
- ASU Campus Health Services
- ASU Media Fellowship Program (participants are journalists from across the nation)
- ASU Office of Knowledge Enterprise Development, Discovery Café Speaker Series
- ASU Orientation
- ASU President's Weekend
- British Psychological Association
- Classroom Management Institute
- Community Film Screening and Discussion Series
- Desert Garden Montessori
- Desert Vista High School
- Gender Development Research Conference
- Keller Elementary School
- Littleton Elementary School
- Loma Linda Elementary School
- Mendoza Elementary School
- Mesa Public Schools Native American

- Education Program
- Mothers and More
- National School-age Care Alliance
- Nellie Mae Foundation
- Occasional Temperament Conference
- Open Horizons
- Phoenix Civitan Club
- Phoenix Dioceses
- Pinnacle High School
- Salt River Pima Maricopa Indian Community
- Sistemas Avanzado de Videobachillerato y Educacion Superior (SABES), Government of the State of Guanajuato, Mexico
- Shadow Rock Preschool
- Society for Research in Adolescence
- Society for Research in Child Development
- Society for Research on Educational Effectiveness
- St. Francis Xavier School
- Temple Emanuel
- Tohono O'odham Education Department
- Tosco/Phillips 66 Company
- White Earth Nation
- United State Administration for Children and Families
- University of Pittsburgh
- University of Rome

Lay Publications. In addition to an impressive record of publications in a variety of top-quality professional journals, the SSFD faculty have published extensively in community-oriented non-professional outlets. For example, the work of SSFD faculty has appeared in publications by Education.com, the Arizona Coalition on Adolescent Pregnancy and Parenting, Mental Notes Magazine, Children's Ministry Magazine, Arizona Science Teachers Association, Institute for Educational Sciences, Raising Arizona Kids Magazine, Arizona Republic, American Education Research Association Social and Emotional Learning Special Interest Group Newsletter, The Center for Advanced Study of Teaching and Learning Research Brief, and the Institute for Educational Sciences, as well as several publications dealing with after-school program policies.

Membership on Boards and in Organizations in the Local and National Community. The community recognition of the SSFD faculty's professional expertise and public engagement is reflected in the SSFD faculty's memberships in the following local, regional, and national organizations:

- 2015 National Smart Start Conference Steering Committee
- American Education Research Association
- American Education Research Association, Social and Emotional Learning Special Interest Group (Secretary/Treasurer)
- Arizona Unaccompanied Minors Shelter Care Program
- Arizona Association for Marriage and Family Therapy
- Arizona Board of Behavioral Health Examiners
- Center for Promoting Research to Practice, Lehigh University, Bethlehem, PA
- Children and Adults with Attention-Deficit Hyperactivity Disorder (CHADD)
- English Language Learners Community of Practice
- Gilbert Public School District
- Governor's Office for Children, Youth, and Families: Infant Mental Health Work Group
- Hill Learning Center, Durham, NC
- Infant/Toddler Mental Health Coalition of Arizona
- National Indian Head Start Association
- National Infant and Toddler Child Care Initiative: Zero to Three and US Federal Child Care Bureau
- National Urban Indian Family Coalition
- New Scholars for the International Association of Relationship Researchers
- Scottsdale Unified School District Career Ladder Steering Committee
- Smarter Balanced Assessment Consortium

- Society for Research in Child Development
- Society for Research on Educational Effectiveness
- Society for the Advancement of Chicanos and Native Americans in Science
- Temple Emanuel of Tempe
- Tribal Early Childhood Research Center
- Valley of the Sun United Way

Media Interviews. Local, national, and international media continuously seeks the professional expertise of SSFD faculty. Below is the list of prominent media outlets that published or aired interviews with SSFD faculty in the review period:

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| • Arizona Parenting Magazine | • Psychology Today |
| • ASU Insight | • Parenting Magazine |
| • ASU Magazine | • PBS |
| • ASU Research Magazine | • Telemundo |
| • Boston Globe | • The Arizona Republic |
| • Channel 10 News | • The Early Ed Watch Blog |
| • Channel 12 News | • The State Press |
| • Education Week | • Time Magazine |
| • Health Magazine | • Univision |
| • Los Angeles Times | • Washington Post |
| • New York Times | • Working Mother |
| • NPR | • Wrangler News |
| • Parenting: Forward Thinking for Families | |

Research Partnerships with Local and National Elementary, Middle, and High Schools and School Districts. SSFD faculty have developed active, diverse, and productive partnerships with Arizona schools. The following is the list of school districts involved in such partnerships during the review period:

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| • Adams Elementary School | • Cartwright School District |
| • Alma Elementary School | • Casa Grande Elementary School District |
| • Alta E. Butler Elementary School | • Casa Grande Union High School District |
| • Alta Loma Elementary School | • Catholic Charities Head Start |
| • Amberlea Elementary School | • Cave Creek Unified School District |
| • Andalucia Middle School | • Challenger Middle School |
| • Andersen Junior High School | • Chandler High School |
| • Balsz Elementary School | • Chandler Unified School District |
| • Balsz School District | • Cheyenne Elementary School |
| • Barbara B. Robey Elementary School | • C.I. Waggoner Elementary School |
| • Bernard Black Elementary School | • Clarendon Elementary School |
| • Bethune Elementary School | • Cloves Campbell Elementary School |
| • Bicentennial North Elementary School | • Collier Elementary School |
| • Bogle Junior High School | • Colegio Madrid – Acapulco, MEX |
| • Bundamba State School – Australia | • Connolly Middle School |
| • Burke Elementary | • Copper King Elementary School |
| • C.J. Jorgensen School | • Cordova Primary School |
| • Camelback High School | • Coronado High School |
| • Capitol Elementary School | • Cotton Boll Elementary School |
| • Carlos G Calles – Jalisco, MEX | • Creighton Elementary School |
| • Carson Junior High School | • Creighton School District |

- David Crockett Elementary School
- Deer Valley Unified School District
- Desert Garden Elementary School
- Desert Horizon Elementary School
- Desert Palms Elementary School
- Desert Ridge Jr. High
- Desert Sands Middle School
- Desert Shadows Elementary School
- Desert Star
- Discovery School
- Don Mensendick School
- Dr Howard K Conley Elementary School
- Dreaming Summit Elementary School
- Dysart Unified School District
- Eagle Ridge Elementary
- Echo Mountain Elementary
- Ed & Verma Pastor Elementary School
- Edison Elementary School
- El Mirage School
- Emerson Elementary School
- Enterprise Academy Elementary
- Esperanza School
- Estrella Middle School
- Excelencia School
- Fees College Preparatory Middle School
- Field Elementary School
- Flora Thew Elementary School
- Fountain Hills Unified School District
- Fowler Elementary School
- Fowler Elementary School District
- Frank Borman School
- Frank Elementary School
- Freedom Elementary School
- Fremont Junior High School
- G. Frank Davidson Elementary School
- Galveston Elementary School
- Garfield School
- Gilbert Elementary School
- Gilbert Junior High
- Gilbert Public Schools
- Gililand Middle School
- Glendale Landmark Middle School
- Globe Unified School District
- Greenfield School
- Griffith Elementary School
- Harris Elementary School
- Hayden-Winkelman Unified School District
- Highland Jr. High School
- Higley Unified School District
- Holmes Elementary School
- Homer Davis Elementary School
- I. Conchos School
- Isaac Middle School
- Isaac Elementary School District
- J. B. Sutton Elementary School
- J.O. Combs Middle School
- Joseph Zito Elementary School
- Justine Spitalny School
- Kenilworth Elementary School
- Kids World Learning Preschool
- Kino Junior High School
- Kyrene Aprende Middle School
- Kyrene de las Lomas Elementary School
- Kyrene de los Ninos School
- Kyrene Middle School
- Kyrene School District
- Lakeside Middle School – Perris, CA
- Larry C. Kennedy School
- Laveen Elementary School
- Laveen Elementary School District
- Liberty Elementary School
- Liberty Elementary School District
- Litchfield Elementary School
- Littleton Elementary School
- Littleton Elementary School District
- Loma Linda Elementary School
- Longview Elementary School
- Lowell School
- Madison #1 Elementary School
- Madison Park School
- Madison Elementary School District
- Magnet Traditional School
- Maie Bartlett Heard School
- Marc T. Atkinson Middle School
- Maricopa County Head Start
- Maricopa Wells Middle School
- Marshall Ranch Elementary School
- Miami Unified School District
- Morenci Unified School District
- Morris K. Udall Escuela de Bellas Artes
- Mountain Pointe High School
- Moya Elementary School
- North Ranch Elementary School
- Oakwood Elementary School

- Osborn Middle School
- Osborn School District
- Our Lady of Mount Carmel
- Our Lady of Perpetual Help
- Palo Verde Middle School
- Papago School
- Paradise Valley Unified School District
- Park Elementary School
- Paul Dunbar Lawrence School
- Payne Junior High School
- Pendergast Elementary School
- Percy L. Julian Elementary School
- Phoenix College Preparatory Academy
- Phoenix Elementary School District
- Phoenix Union High School District
- Pinnacle Peak Elementary School
- Playa Del Rey Elementary School
- Porfirio H Gonzales Elementary School
- P.T. Coe Elementary School
- Pueblo Del Sol Middle School
- Queen of Peace
- R E Simpson School
- Rainbow Valley Elementary School
- Rhodes Junior High School
- Robert Louis Stevenson Middle School - Los Angeles, CA
- Roosevelt School District
- Rose Linda School
- Rudy G Bologna Elementary St. Agnes
- San Marcos Elementary School
- Sanborn Elementary School
- Santa Maria Middle School
- Sawtooth Middle School – Meridian, ID
- Scales Technology Academy
- School #3 – Dunkirk, NY
- Scottsdale Unified School District
- Sequoia Charter Elementary School
- Sevilla West School
- Shaw Butte School
- Silvestre S. Herrera School
- Skyline Ranch Elementary School
- Solano School
- Sonoran Heights Elementary School
- Sonoran Sky Elementary School
- South Brisbane Elementary – Australia
- South Brisbane High School – Australia
- South Valley Junior High School
- Southwest Elementary School
- St. Catherine
- St. John Vianney School
- St. Louis the King Elementary School
- St. Matthew
- St. Vincent de Paul
- Stevenson Elementary School
- Sts. Simon and Jude
- Sun Canyon School
- Sunland Elementary School
- Superior Unified School District
- Tempe Elementary School District
- Tempe Union High School District
- T.G. Barr School
- Thompson Ranch Elementary School
- Trevor G. Browne High School
- Tucson Unified School District
- Union Elementary School
- Valley View Elementary School
- Verrado Middle School
- V.H. Lassen Elementary School
- Vista Del Sur Traditional School
- Ward Traditional Academy
- Washington Elementary School District
- Western Sky Middle School
- Western Valley Elementary School
- Western Valley Middle School
- Westwind Intermediate School
- Whittier Elementary School
- Wigwam Creek Middle School
- William R Sullivan Elementary School
- William T Machan Elementary School
- Willis Junior High School
- Wilson Elementary School
- Wilson Middle School – Albuquerque, NM
- Wood Elementary School

Other Consulting and Community-Embedded Research Partnerships. In addition to collaborative activities and partnerships listed above, the SSFD faculty have provided consultations to and participated in a number of other local, regional, national, and international partnerships:

- Arizona Center for Afterschool Excellence
- Arizona Family Planning Council
- Banner Good Samaritan Family Practice

- Chandler Boys and Girls Club
- Channel 3 Child Safety Event
- Child and Family Resources, Maricopa County Center for Adolescent Parents
- City of Phoenix Head Start
- City of Phoenix, Human Services Department
- Florence Crittenton Services
- Forum for Youth Investment
- Girl Scouts of America
- Goodwill Industries of Central Arizona
- Harvard Family Research Project
- Life Skills Centers
- Maricopa County Head Start
- Maricopa County Juvenile Probation Department
- Maryland's Safe and Supportive Schools Initiative
- Maryvale Hospital, Family Assist Program and Su Clinica
- Mountain Park Health Center
- North High School
- Open Horizons Preschool
- Osborn School District
- Phoenix Children's Hospital
- Phoenix Indian Center
- Scottsdale Public Library
- Pregnancy Connection, Maricopa County Department of Public Health
- South Phoenix Healthy Start
- Southwest Autism Research Center
- Southwest Human Development
- St. Francis Xavier School
- St. Joseph's Hospital
- Tempe Emanuel of Tempe
- Tumbleweed Center for Youth Development
- Up to Us
- Valley of the Sun United Way

Community Action Research Experiences (CARE) Program: The Sanford School Community Action Research Experiences (CARE) program (see video at <https://thesanfordschool.asu.edu/care>) is a year-long concentration (Fall and Spring semesters) in which senior undergraduate and graduate students are guided in developing and implementing an action research project that addresses a need of a community not-for-profit organization (e.g., needs assessments, program evaluations, community scans; see <https://thesanfordschool.asu.edu/care/people-projects>). Collaborations are intended to enhance organizations' evidence-informed policy and practice and to increase students' capacity for leadership in community improvement. Completed action research projects have contributed to the effectiveness of the following community partners in Maricopa County:

- Academia del Pueblo School
- Against Abuse, Inc.
- Arizona Coalition to End Sexual and Domestic Violence
- Arizona Criminal Justice Commission
- Bill Holt Pediatric Infectious Disease Clinic Phoenix Children's Hospital
- Camp Swift Foundation
- Center for Teacher Success
- Centers for Habilitation
- Chicanos Por La Causa
- Child Crisis Center
- Christian Family Care Agency
- Citizenship Counts
- City of Phoenix Head Start
- Community Asset and Resource
- Enterprise Partnership – Mesa Connecting to Serve
- Desert Mission Programs (John C. Lincoln Health Network)
- Habitat for Humanity of Central Arizona
- HomeFurGood
- Indigo Cultural Center
- Lincoln YMCA
- Maricopa Association of Governments Human Services Department
- Maricopa County Head Start
- Mentorkids USA
- Mesa Urban Garden
- Mountain Park Health Center
- The Open Table
- Parenting Arizona

- Phoenix Rescue Mission
- Phoenix Shanti Group
- Purple Ribbon Council
- Save the Family
- Teen Lifeline
- Tempe Community Action Agency
- I-HELP
- Tempe Youth Resource Center
- UMOM New Day Centers
- Valle del Sol
- VALLEYLIFE
- WellCare Foundation
- World Hunger Education Advocacy and Training (WHEAT)

Student Internship and Service Learning Community Partners. Providing students with internship opportunities and fostering service learning partnerships have been a key element of SSFD community engagement. The institutions and organizations involved in these activities are listed below:

- A. Wilson Primary School
- All in the Family
- American Cancer Society
- American Heart Association
- The American Legion
- American Lung Association of Arizona
- American Red-Cross
- Andre House
- The Arc of Arizona
- ARISE
- The Arizona Alliance for the Mentally Ill
- Arizona Attorney General's Office of Victim Services
- Arizona Baptist Children's Services
- Arizona Call-a-Teen Youth Resources
- Arizona Center for Afterschool Excellence
- Arizona Center for Disability Law
- Arizona Child Care Resources
- Arizona's Children Association
- Arizona Coalition against Domestic Violence
- Arizona Democratic Party
- Arizona Department of Environmental Quality
- Arizona Department of Juvenile Corrections
- Arizona Friends of Foster Children Foundation
- Arizona Human Rights Foundation
- Arizona Mesa LDS Family Services
- Arizona Recreation Center for the Handicapped
- Arizona State Hospital
- Arizona State Senate
- Arizona Supreme Court, Foster Care Review Board
- Arizona Vocational Rehabilitation
- Arizonans for Children
- Association for Supportive Child Care
- Attorney General's Office, Criminal Division
- Banner Desert Hospital, Pediatrics/Cardon Children's Hospital
- Boys and Girls Club
- Cactus Preschool
- Canyon State Academy
- Center for Family Child Care
- Centers for Habilitation
- Central Arizona Shelter Services
- Character Education Division at the Department of Education
- Chicanos por la Causa
- Child Crisis Center
- Child and Family Resources
- Children's Action Alliance
- Children's Learning Adventure Childcare Centers
- Chrysalis
- City of Mesa, Prosecutor's Office
- City of Phoenix Human Services Department
- City of Phoenix, Senior Services
- City of Phoenix, Victim Witness Program
- City of Surprise – Prosecutor's Office
- City of Tempe, Community Services Dept.
- City of Tempe, Escalante Center
- Concepts for Change
- Department of Development Disabilities
- Department of Juvenile Corrections
- Desert Garden Montessori

- Devereux Center of Arizona
- East Valley Catholic Social Service
- East Valley Family Resource Center
- Easter Seals
- EMPACT
- FACES Crisis Nursery
- Family Advocacy Center
- Federal Bureau of Investigations
- Florence Crittenton Services of Arizona
- Foster Angels of Arizona
- Foundation for Blind Children
- Foundation for Burns and Trauma
- Future for Kids
- Gililand Middle School
- Girls Ranch, Inc. of Arizona
- Governor's Office
- Guadalupe Senior Center
- Habitat for Humanity
- Hacienda de Los Angeles
- Hamilton Elementary School
- Head Start
- Homeward Bound
- HomeBase Youth Services
- Human Resource Training (HRT)
- Inspire Arizona
- Islamic Social Services Association
- Jewish Family and Children's Service
- Kyrene Kids Club
- La Mesita – A Family Shelter
- Maggie's Place
- Make-a-Wish Foundation
- Maricopa Advisory Council on Developmental Disabilities
- Maricopa Association of Governments (MAG), Human Services Division
- Maricopa County, Adult Probation
- Maricopa County Attorney's Office, Victims Services Division
- Maricopa County Head Start
- Maricopa County Juvenile Probation, Juvenile Court Center
- Maricopa Medical Center
- Mario E. Diaz and Associates
- Maryvale YMCA – Community Initiatives
- Mental Health Association of Arizona State University
- Mike Troy's Gold Medal Swim School
- Mountain Park Health Center
- Murphy School District Head Start
- National Conference for Community and Justice
- Native American Fatherhood and Motherhood Association
- New Arizona Family Inc. Nursery Program
- New Life Center
- Notmykid.org
- NOVA Inc.
- Office of the Attorney General
- Office of the Public Defender
- Omega Academy
- Organization for Non-Violence Education
- Parents Anonymous
- Phoenix Day Child Development
- Phoenix Fire Department, Crisis Response
- Plaza Del Rio Center
- Prehab of Arizona
- Prudential
- Pueblo Grande Museum
- San Marcos Family Resource and Wellness Center
- Santa Maria Adult Day Health Care
- Save the Family Foundation
- Salvation Army Family Shelter
- SHARP School
- Serrine Adult Day Health Care
- Skelley House
- Sojourner Center
- South Mountain Adult Day Health Care Foundation for Senior Living
- Southwest Human Development
- St. Dominic Savio Academy
- St. Joseph's Hospital Child Life
- Sunshine Acres Children's Home
- Teen Lifeline
- Tempe Family YMCA
- Tempe Police Department
- Thomas J. Pappas Elementary School
- Town of Guadalupe
- Touchstone Behavioral Health
- Tumbleweed Center for Youth Development
- United Methodist Outreach Ministries

- South Mountain Family Services Center
- Upward Foundation
- Valley Big Brothers Big Sisters
- Valley of the Sun Association for the Education of Young Children
- Valley of the Sun United Way
- Valley of the Sun YMCA
- Webster Elementary School
- West Valley Child Crisis Center
- Westside Social Services
- Wilson Elementary School District #7
- YWCA of Maricopa County

VI. Resources of the Program

VI.1 Faculty and Staff

The financial support that SSFD receives from the state for faculty and staff positions generally is insufficient to meet programmatic needs. The College of Liberal Arts and Sciences has worked with us to determine hiring priorities and assist in meeting the needs of the school. Various types of external funding support a considerable portion of the SSFD's staff, operations, and research. SSFD also takes seriously its responsibility for creating its own resources and investing these resources to meet its vision and goals. The school is active in creating a profitable summer and online schedule, in generating indirect costs that are returned to the unit, and in creating development opportunities for its faculty and students. These efforts have helped overcome some, but not all, of the limitations associated with the limited resources we receive.

VI.2 Faculty Mentoring

Mentoring of faculty, particularly early career faculty is critically important and SSFD takes this responsibility very seriously. To address mentoring, we have an Associate Director of Faculty Development who is responsible for holding meetings, discussions, and working with faculty in ways that promote their success. Senior faculty routinely work with junior faculty and provide guidance and opportunities for professional development and growth. Workshops at the college and university level also add to this. Given the diversity of our faculty, it is increasingly important to target mentoring opportunities to the specific roles that individual play (e.g., research versus instruction).

VI.3 Space

The faculty and staff of SSFD are primarily housed in the first and second floors of the Cowden Building and the first and second floors of the Social Sciences Building (both on the Tempe campus). A small group is housed in the Payne Building. In addition to the office and research space in these two buildings, we also have space in the Child Development Laboratory.

All tenured and tenure-track faculty members in SSFD have private offices to conduct research, plan instruction, and advise students. Additional space is used as coding rooms, research rooms, and research storage facilities. Offices are also used for central school administrative functions, including space for the school director, business manager, administrative assistant, clerical staff, adjunct faculty, and graduate students. We also have some meeting room space but this space is limited and is shared with other units. For example, we do not have space that is large enough for us to hold our regular faculty meetings and thus a room of sufficient size must be scheduled through other units.

Moreover, there is no space to grow as new faculty and projects come on board. This is a critical concern that could limit the pace and quality of our ability to continue to provide and promote

excellence in research, teaching, and service. Given the number of large collaborative projects undertaken by faculty within the school, more space is needed now and into the future.

VI.4 Equipment

Through use of its financial resources, the school has been able to maintain and meet its equipment needs. All faculty and staff have adequate computer facilities including workstations and accessories as needed such as printers and scanners. The Graduate Student Center (GSC) and our institute, center, and enterprises are equipped with computer labs that contain the software necessary for students to do their work. The buildings are wireless and provide faculty and students opportunities to use their laptops. Most of the SSFD seminar rooms are equipped with video projection equipment and we have computers and projectors for use in presentations and talks. The school mailrooms contain large copy machines and we have several networked printers (both color and black and white) throughout our buildings. ASU provides adequate IT support for our computer equipment.

VI.5 Research Infrastructure

Since the prior review in 2006, SSFD has been actively engaged in enhancing our research infrastructure. With this goal in mind, we have built, and are continuing to build, support systems to enable SSFD researchers to increase the success, fundability, and impact of their research and the various enterprises and projects created in SSFD. Currently, our research infrastructure consists of:

1. Faculty Support
 - Establishment of an Associate Director of Research to enhance research support
 - Internal Funding
 - **SSFD Seed Grant:** A general seed fund providing support to faculty for proposal development, pilot data collection, bridge activities, initiative development, and workshops and other research activities that are expected to promote cross-disciplinary research and lead to external funding (up to \$20,000 in possible funding).
 - **Salivary Biomarkers and Relationships Seed Funding:** A targeted seed fund supporting faculty collaboration with the Institute for Interdisciplinary Salivary Bioscience Research at ASU and inclusion of salivary biomarkers in relationship-related research with the goal of supporting grant applications (up to \$10,000 in possible funding).
 - **SSFD Faculty International Research Travel Award:** Supports international research-related travel with the goal of generating high quality global scholarship and future external funding (up to \$10,000 in possible funding).
2. Staff Support
 - Pre- and post-award research staff who facilitate grant submissions and management
 - HR staff to manage research faculty and staff hiring and related issues
 - Web media staff to facilitate website management and dissemination of research
 - Research Liaison faculty member who facilitates contacts and support from schools, teachers, parents, and agencies for research involving such participants.
3. Business Center: Establishment of the **Connect Center** (<http://theconnectcenter.org>), a business center housed in SSFD that reflects our entrepreneurial value and that provides an in-house start-up infrastructure for translating research innovations into products. With the establishment of the Connect Center, SSFD researchers are able to provide end-users with low cost, research-based products that generate funds for reinvestment and expansion.
4. Infrastructure Support for Non-Tenure Track Researchers: Creation of the infrastructure to support hiring, training, and management of non-tenure track faculty and postdoctoral fellows

5. Grant Development Support: Developed to support SSFD investigators in successfully applying for grant funding
 - Establishment of a grants database containing information related to successful grant applications and sample grants
 - Creation of a seminar in grant writing designed for doctoral students, postdoctoral fellows, and junior faculty

VI.6 Operations Budget

The College provides SSFD with an annual operating budget, which barely covers mandatory expenses. Less than 5% of our total operating budget comes from the College. SSFD also receives some money back from the indirect costs generated by the many grants held by faculty, which enables it to supplement the operational budget. SSFD has several endowments that can be accessed when funding is needed for special projects or purchases.

VI.7 Library Resources

Library resources are extensive and adequate for the research and instructional needs of the school. Electronic access to many of the journals and data bases is widely and easily available.

VII. Strategic Vision and Plans for SSFD

Our primary strategic objective over the next few years is to continue to develop the infrastructures, programs, and procedures that allow us to sustain a world-class interdisciplinary unit. To achieve this, we must continue to find ways to bring faculty and students together and to enhance the visibility and reputation of the unit. We need to be thoughtful about how we can use our resources to produce transformational changes in the ways in which we do our work. We must create an environment where people thrive at all levels and where we recognize excellence in all forms. We also need to do this in ways that are sensitive to the quality of the lives of those in and associated with SSFD. One of the principal ways we plan to do this is by transforming SSFD into an Academic Research Institute (ARI).

VII.1 Transforming SSFD into an Academic Research Institute

Since its inception, SSFD has been continuously developing and growing. In its initial formation, SSFD was organized around disciplinary programs (SOC, FHD, education) and interest areas (e.g., health, race/ethnicity, development, social networks). Although we retain these and use them to project and market our core strengths, this organization has not been as successful as it needs to be in breaking down barriers or in distinguishing ourselves from other units (many units have health or immigration as focus themes, for example). To accomplish our goals, SSFD is transforming itself into a new model of an academic unit – the Academic Research Institute (ARI).

The ARI model reflects a new way in how faculty, students, research, and academic programs can be organized. It is based on an interdisciplinary model that integrates the academic elements of a department or school with the more flexible and broader goals of a research institute. That is, we combine the strengths of our academic programs (e.g., ability to attract and retain a large and engaged student body, ability to generate resources and personnel for academic programming) with the

strengths of a research institute (e.g., substantively focused research initiatives that address issues and areas broadly, interdisciplinary methodological approaches, flexible integration of basic and translational research agendas). By combining and building on these qualities, we will be able to make investments that promote methods and approaches to research and its translation in ways that are new, innovative, and impactful. The ARI model differs from a traditional academic department model in that we focus on the creation of large-scale projects or enterprises that bring a diverse array of faculty, students, staff, and other partners together to address topics and themes that are comprehensive and integrative. This does not mean that smaller, more focused short-term projects will not be supported; we recognize that these are important and that these often lead to larger and long-term efforts. However, the larger-scale projects will become the signature approach means by which we will create new projects and teams and will be the principal way we make large investments in SSFD. Being able to do this in a timely way is also a strength of the ARI as we will be able to bring people and resources together relatively quickly to address new social issues and topics that arise. New projects and initiatives will develop as they become timely, and existing ones will be changed, altered, or wound-down as others take shape. Initial investments will be used to support these initiatives in the early stages while more sustainable funding is sought. The developing expertise and opportunities will translate into our instruction and training of undergraduate and graduate students. In turn, attracting a more diverse cohort of students will enhance our academic strengths and increase enrollments, thereby increasing our ability to generate resources for research. This reciprocal cycle in which instruction promotes research and research promotes instruction is a key ingredient of the sustainability of the ARI.

Organizing and investing by areas, programs, centers, individuals, and disciplines, as is typical in a traditional academic unit, will be downplayed as we evolve the ARI model. This does not mean that we will abandon aspects of SSFD that have been successful; rather, investments will be directed to developing larger, more comprehensive, and diverse teams, projects, and initiatives that are involved in the ARI mode of operating. Underlying the ARI model is a heightened emphasis on impact and outreach through translational and implementation efforts, training programs, and policy. Thus, the evolution towards the ARI model includes the addition of broad initiatives and investments that are based on the foundation of SSFD's research and core programs but are connected to translational efforts. Our plan over the next few years is to specify the dynamics and mechanisms to make this new model work effectively. The fundamental ideas behind SSFD's transformation into an ARI have the support of the College and University administration.

SSFD has already been moving in this direction, broadening our instructional, research, and outreach resources by developing a broader and more inclusive group of faculty. Thus, the transformation entails a less traditional and more inclusive definition of faculty and faculty responsibilities. No longer are "regular" faculty viewed as only tenured or tenure-track faculty. Instructional and research non-tenure-track faculty are included as essential members and as part of our regular faculty. We are also integrating community professionals into our faculty as "Professors of Practice" – experts who bring new and different perspectives and opportunities for research, training, and outreach. These outstanding faculty represent exceptional resources and will be engaged in many of the enterprises, programs, and initiatives we develop. As we expand our faculty, we also will have to develop new policies and procedures to ensure that these faculty share in the resources and rewards, and have pathways to promotion and sustainability. We also will hire research staff and expert consultants when needed to carry out our goals and plans.

These large-scale efforts will also increasingly include translational, implementation, and training components that add to the academic elements of SSFD and have impact beyond SSFD and ASU. As reflected in the ARI conceptualization, this model is multi-faceted, innovative, and ambitious and will

reflect broad themes that go beyond disciplinary boundaries and the general interest areas of faculty. We will utilize the expertise that is part of the SSFD faculty and students (e.g., quantitative, substantive, methodological) and the resources of the school (e.g., space, staff, funding) and infuse these to leverage new ideas and outcomes.

There is no doubt that this new way of thinking about ourselves will be unsettling to some at first. It will take some time to figure out how to talk about and convey this; and we will not get everything right the first time as we move forward with this. But we have learned a great deal from the existing enterprises and these will serve as a basis for building new ones. It does, however, mean that there will be a new range of efforts in moving SSFD forward and in working out the details of the ARI model.

VII.2 Asking Critical Questions

To accomplish these ambitious plans and goals, we must take several steps and recognize the priorities and challenges associated with this transformational change. This will involve asking critical questions to have a clear view of who we are and what we want to become. The first steps involve recognizing our strengths and the rate limiting factors impact us.

VII.2.a What Are Our Strengths?

Access and Excellence: SSFD is proud of its ability to both serve a large number of students in high-quality courses/programs and still make significant contributions to the overall external funding goals of ASU. Although there are a few units that exceed SSFD in either enrollments or expenditures, almost no other unit matches this level of access and excellence on both dimensions, especially when the FTE of SSFD faculty is considered. Thus, a key strength of SSFD is its successful leadership, entrepreneurialism, and flexibility in adapting to the demands of the New American University.

Data reflect the fact that SSFD represents a vivid exemplar of these two main imperatives of the New American University. We teach many students (and do it well) and we are highly accomplished and excel in many areas of productivity. Few units are able to balance these and excel at this level. For example, SSFD is among the leaders in the social/behavioral sciences at ASU in number of majors, student credit hours generated, and in annual research expenditures. Few units are able to match these levels across these various metrics. Importantly, we do this with relatively fewer faculty FTE than many of the other units. Managing these enrollments in ways that maintain quality and that provide students with experiences that address their individual goals is and will no doubt continue to be a challenge.

A Compelling Core Theme: Through their dedication to high-quality instruction and research, SSFD faculty and students are engaged in the tasks of developing and applying new knowledge, insight, information, and solutions in areas related to the creation of a better life for children, youth, and families. This emphasis on children, youth, and families is a key strength as it provides a compelling focus for students and their families, funding agencies, community partners, residents, and potential investors.

Innovation and Risk Taking: SSFD strives to be cutting-edge in its work. Investments in research, instruction, programming, and outreach tend to focus on developing innovative and creative methods for delivery and impact. An emphasis on thinking outside the box and taking risks allows faculty and students to engage in scholarship, instruction, programming, training, and projects that are not bound by traditional thinking or aversion of failure.

VII.2.b What Areas Do We Need to Build In To Improve Our Standing?

Innovative Methods and Technology: Creating research that addresses the role of technology in everyday life and in how this might contribute to better methods for data collection and analysis would be a compelling way to heighten and improve our national standing. Understanding and using these new technologies and methods in research would connect our existing research themes to other disciplines (e.g., informatics, engineering, biosciences) and open up new funding opportunities.

Lifespan Health: An emphasis in lifespan health and well-being (broadly defined) is an area that represents great potential to improve national standing. The ability to more successfully compete for larger NIH and other funding for health issues across the lifespan would be a significant addition.

Implementation Sciences: Given our goal to scale and disseminate programs that promote the health and well-being of children, youth, and families, we need to build expertise in implementation science. Addressing questions as to why programs lose effectiveness over time or the generalizability of programs and their 'active ingredients' are critical to our ability to reach our goals. Developing greater expertise and experience in balancing scientific rigor with a need to conduct research that applies to real world settings also is essential to our growth and success.

International Child/Family Sciences: Globalizing our expertise and focus on child and family sciences is a key way to improve not only our national but also our international standing. Enhancing our efforts to utilize our existing expertise and experience in international contexts will likely be attractive to funding agencies, students, and international partners interested in using research to improve the lives of children, youth, and families across the globe.

VII.2.c What is Needed to Reach A Higher Status?

Enhanced Statistical and Quantitative Methods Expertise: To ensure we have the statistical expertise we need to address the complex analytic issues faced in the large and complicated data we work with, we need more methodologists who can consult and be part of our grants and research projects. Although we have considerable expertise on our faculty, we need to be sure that we have access to cutting-edge methodologies and that we keep pace with advances in statistical and quantitative methods. For our students, we need to ensure that they are highly trained in these increasingly valuable skills. More depth in quantitative methods/analytics, particularly measurement, is necessary. Finally, the addition of methodologists in areas related to implementation science is important given the significant role this plays in our goals and vision.

Better and More Usable Space: SSFD faculty currently are spread across four different buildings. This spread makes it difficult for faculty to make connections, to have opportunities for spontaneous conversations, and to develop a sense of SSFD camaraderie. Moreover, the space we have is limited and often poorly designed and utilized as the buildings we are housed in are some of the older buildings on campus whose designs were developed without consideration for who we are now.

Staff Infrastructure: SSFD has one of the largest faculty/staff and student/staff FTEs at ASU. Although the staff we have do exceptional work, the lack of staff makes it difficult to manage the complex demands of SSFD, especially given the number of students we teach and given that we are so spread out across the campus.

Heightened Attention to Marketing, Communication, and Branding: SSFD is a unique

combination of faculty and disciplines that is not typically found at other institutions. A concerted effort at marketing and branding is needed to enhance our visibility and recognition beyond ASU. More attention to alumni relations also is needed.

VII.2.d What is the Plan to Transition to the ARI?

Some of the important plans and steps to accomplish this goal include:

Building a Translational/Implementation Core: To accomplish the goals of an academic research institute, more training and attention to translational/implementation research and dissemination of evidence-based practices is needed. To do this, we need to create a Translational/Implementation Core. This is necessary due to:

- A lack of understanding of the translational and implementation processes for social/behavioral sciences
- A shortage of qualified investigators with translational and implementation expertise
- Environments and attitudes that hinder translational/implementation efforts
- Inflexible, inefficient research designs and low participation in studies that deter translational and implementation efforts
- Regulatory issues that impede translation and implementation

The Translational/Implementation Core will emphasize innovation and deliverables and provide strategic guidance in areas related to:

- Using scientific advances to overcome translational and implementation barriers.
- Testing innovations with promising research projects.
- Cultivating strong partnerships.
- Supporting innovative and collaborative training programs

Establishing a “Solutions” Team – To facilitate translational, implementation, and branding efforts, we need a team who can create and respond to media reports that promote the work of the faculty and help translate the work we do into popular outlets. This effort should help highlight the work of SSFD and establish our faculty as thought leaders in their areas of expertise. An “Associate Director of Solutions” may need to be hired to manage, organize, and oversee this critical new element of SSFD.

Creating a Child and Family Policy Component: The ARI will be designed to have a broader impact than SSFD currently is able to have. One important area is child and family policy and the ARI model will allow us to actively build and partner with ASU (e.g., College of Public Service and Community Solutions) and non-ASU entities (e.g., AZ Department of Education) to address policy issues that impact children, youth, and families.

VIII. Director’s Summary

Remarkable changes and progress have occurred since we opened our doors as a new school on July 1, 2006. We literally started from scratch and built an entire school where one did not exist. Work still remains but we have made critical adjustments that contributed to the successes we have had and will continue to have in the future.

Despite the many changes that have taken place, SSFD has been remarkably successful. By any metric, SSFD faculty are successfully engaged in world-class scholarship and activities. Funding levels from external sources have risen dramatically since 2006 and we continue to find new ways to generate our

own resources. Our graduate students are highly competitive and successful in their efforts, and our undergraduate programs are strong and generate significant enrollments that are managed in ways that allow us to scale our programs but do not detract from high quality instruction. We have been successful in generating investments from donors and students majoring in SSFD have access to scholarships that are significant in number and the level of support they provide. SSFD staff are highly professional and productive and are critical to the success we have had. Overall, the work environment is positive and people thrive in their work and in their personal lives as well.

However, as with any new undertaking, there were significant issues that needed to be addressed. Although we almost always were able to adapt to these issues (often unforeseen), this was not always the case and stress and anxiety sometimes resulted. Some faculty and students were lost as a result of this stress and change. Thus, we must be attentive to the considerable challenges that we are likely to face if we are to successfully reach our goals and realize our vision. Each of these challenges has the potential to detract and deter us from reaching our full potential. Being aware of these challenges will allow us to communicate about them and to consider how best to address these. Some of the more critical challenges are outlined below.

VIII.1 Adapting to Change

We cannot possibly foresee all of the future and the demands that will be placed on our unit. SSFD must be positioned to intelligently and flexibly adapt to opportunities and demands presented by changing goals, economics, administrations, and social issues.

VIII.2 Capitalizing on Faculty Strengths

As we develop a better sense of who we are as an interdisciplinary unit, we also must develop a better sense of who among the faculty – given the increasing diversity that defines our faculty – are best suited to contribute to various unit needs and opportunities, and of the conditions necessary to ensure excellence in these areas. This necessitates, for example, the development of differential workloads and reward systems that recognize excellence wherever it may be.

VIII.3 Acquiring and Maintaining Adequate Resources

There must be adequate resources to carry out the mission and reach the goals set for SSFD and the ARI transformation. Without significant and continuing allocation of resources, chances for success are diminished. Resources of all types are needed – financial, physical, and social capital. Resources will be used as investments in SSFD and we understand that a return on investment is expected and necessary. We recognize that SSFD is responsible for generating its own resources, but we cannot meet all of the resource demands by ourselves.

VIII.4 Working Smarter

It is critical that we find ways for faculty, students, and staff to work more effectively and efficiently. We must strive for balance in what we do and be committed to the well-being and health of those involved in SSFD. Developing “can do” attitudes, processes, procedures, and infrastructure that maximize our use of time are critical to the success and long-term sustainability of SSFD.

VIII.5 Enhancing Engagement

Without doubt, the changes associated with what we plan to do and build in SSFD will never be universally accepted. Thus, one challenge that lies ahead is finding ways to engage individuals who do not 'buy in' to new approaches and models in SSFD. Convincing SSFD personnel to think outside of traditional (often disciplinary) boundaries must be achieved to facilitate a committed orientation to the success of the new school. The bottom line is that the future lies in integrative programming, faculty, student and community engagement, and innovative scholarship, collaborations, and leadership.

VIII.6 Conclusion

There is no question that the changes associated with the formation of SSFD, as well as the highly challenging economic conditions that we experienced during the 'great recession' were formidable and many. Although we are still inventing ourselves, it is impossible to deny the remarkable progress we have made in a relatively short period of time. SSFD is a shining example of ASU's vision for the New American University. Work remains to be done however, but there are clear signs of success and there is strong evidence that SSFD has begun to reach its goal of becoming an innovative world-class social science unit dedicated to the study of children, youth, and families. The best evidence of its bright future lies in the talent and dedication of our relatively young faculty and students. These young and talented people are seeking out SSFD because of who we are and what we are building. Most importantly, their presence ensures the longevity and vitality of SSFD and its continued success.

APPENDIX A: Map of Course Requirements for B.S. in Family and Human Development





2014 - 2015 Major Map
 Family and Human Development, BS
 College of Liberal Arts and Sciences
 Tempe campus
 LAFASES

Printer Friendly Major Map



Term 1	0 - 13 Credit Hours	Critical course signified by ⚠	Hours	Minimum Grade	Notes
⚠	FAS 101: Personal Growth in Human Relationships (SB) OR CDE 232: Human Development (SB)		3	C	<ul style="list-style-type: none"> • An SAT, ACT, Accuplacer, or score determines placement into composition courses • ASU Math Placement Exam score determines placement in Math course • ASU 101 or Co-specific equivalent Year Seminar for all freshman students • Please note that receiving scholarship must complete each semester. Scholarship students advised to add 1 term with less credits recommend the major map. • This degree requires completion of 1 with a grade of Transfer students not completed a course directly to an ASU course the requirement required to take additional math
	ENG 101 or ENG 102: First-Year Composition OR ENG 105: Advanced First-Year Composition OR ENG 107 or ENG 108: First-Year Composition		3	C	
	FAS 191: First-Year Seminar		1		
	MAT 142: College Mathematics (MA)		3	C	
	PSY OR SOC Elective		3	C	
	Term hours subtotal:		13		

Term 2	14 - 29 Credit Hours	Critical course signified by ⚠	Hours	Minimum Grade	Notes
⚠	FAS 101: Personal Growth in Human Relationships (SB) OR CDE 232: Human Development (SB)		3	C	
	ENG 101 or ENG 102: First-Year Composition OR ENG 105: Advanced First-Year Composition OR ENG 107 or ENG 108: First-Year Composition		3	C	
	Natural Science - Quantitative (SQ)		4		
	Complete 2 courses: Elective		6		
⚠	Complete ENG 101 OR ENG 105 OR ENG 107 course(s).				
	Term hours subtotal:		16		



Term 3	30 - 45 Credit Hours Critical course signified by 	Hours	Minimum Grade	Notes
	FAS 331: Marriage and Family Relationships (SB)	3	C	
	FAS Elective	3	C	
	Humanities, Arts and Design (HU)	3		
	Natural Science - General (SG) OR Natural Science - Quantitative (SQ)	4		
	Elective	3		

 Complete Mathematics (MA) requirement.



Term hours subtotal: 16

Term 4	46 - 60 Credit Hours Critical course signified by 	Hours	Minimum Grade	Notes
	 STP 226: Elements of Statistics (CS) OR PSY 230: Introduction to Statistics (CS) OR SOC 390: Social Statistics I (CS) OR STP 220: Conceptual Statistics	3	C	
	FAS 370: Family Ethnic and Cultural Diversity (SB & C)	3	C	
	Historical Awareness (H)	3		
	Humanities, Arts and Design (HU) AND Global Awareness (G)	3		
	Elective	3		



Term hours subtotal: 15

Term 5	61 - 75 Credit Hours Necessary course signified by 	Hours	Minimum Grade	Notes
	 FAS 361: Research Methods (L or SB)	3	C	
	PSY OR SOC Elective	3	C	
	CLAS Science and Society Elective	3	C	
	Complete 2 courses: Upper Division Elective	6		

Term hours subtotal: 15

Term 6	76 - 90 Credit Hours Necessary course signified by 	Hours	Minimum Grade	Notes
	 Upper Division FAS OR CDE Elective	3	C	
	Upper Division CLAS Science and Society Elective	3	C	
	Literacy and Critical Inquiry (L)	3		
	Complete 2 courses: Upper Division Elective	6		

Term hours subtotal: 15

Term 7	91 - 105 Credit Hours Necessary course signified by 	Hours	Minimum Grade	Notes
	 Upper Division FAS OR CDE Elective	3	C	
	Complete 2 courses: Upper Division Elective	6		
	Complete 2 courses:			

Elective	6
Term hours subtotal:	15

Term 8	106 - 120 Credit Hours	Necessary course signified by ★	Hours	Minimum Grade	Notes
★	Upper Division FAS OR CDE Elective		3	C	
	Complete 2 courses: Upper Division Elective		6		
	Complete 2 courses: Elective		6		
	Term hours subtotal:		15		

- All students pursuing a B.S. or B.S.P. degree in the College of Liberal Arts and Sciences must complete two courses from the Science and Society list found at <https://clas.asu.edu/advising-and-academic-services/science-and-society>. At least one of the two courses must be upper division. Students must earn a C or better in the courses, and no more than one of the two can also be used to simultaneously fill a requirement of the major, minor or related area. Science and Society courses cannot also be used to fill the general studies HU, SB, SQ or SG requirements.

FAS Electives	CDE Electives
FAS 264: Gender and Society (SB & C)	CDE 312: Adolescence (SB)
FAS 294: Special Topics	CDE 337: Early Childhood Intervention
FAS 301: Introduction to Parenting	CDE 338: Child Development Practicum
FAS 324: Work and the Workplace (SB & H)	CDE 394: Special Topics
FAS 332: Human Sexuality (SB)	CDE 430: Infant/Toddler Development in the Family (SB)
FAS 360: Black Families in the Diaspora (SB & C)	CDE 499: Individualized Instruction
FAS 390: Supervised Research Experience	
FAS 435: Advanced Marriage and Family Relationships (L or SB)	
FAS 484: Internship	
FAS 492: Honors Directed Study	
FAS 493: Honors Thesis (L)	
FAS 498: Pro-Seminar	
FAS 499: Individualized Instruction	

Notes:

- Please keep in mind that the applicability of a specific transfer course toward an ASU degree program depends on the requirements of the department, division, college or school in which you are enrolled at ASU. Transfer agreements that guarantee the completion of university level requirements do not necessarily meet college and major requirements. Please consult with an advisor for more information.

Total Hours: 120

Upper Division Hours: 45
minimum
Major GPA: 2.00 minimum
Cumulative GPA: 2.00
minimum
Total hrs at ASU: 120
minimum
**Hrs Resident Credit for
Academic Recognition:** 56
minimum
Total Community College Hrs:
64 maximum

**General University
Requirements Legend**

General Studies Core
Requirements:

- Literacy and Critical Inquiry (L)
- Mathematical Studies (MA)
- Computer/Statistics/Quantitative
Applications (CS)
- Humanities, Arts and Design
(HU)
- Social-Behavioral Sciences (SB)
- Natural Science - Quantitative
(SQ)
- Natural Science - General (SG)

General Studies Awareness
Requirements:

- Cultural Diversity in the U.S.
(C)
- Global Awareness (G)
- Historical Awareness (H)

First-Year Composition

General Studies designations listed on the major map are current for the 2014 - 2015 academic year.

APPENDIX B: Map of Course Requirements for B.S. in Sociology





2014 - 2015 Major Map Sociology, BS



College of Liberal Arts and Sciences
LASOCBS



Printer Friendly Major Map



Term 1	0 - 13 Credit Hours	Critical course signified by	Hours	Minimum Grade	No
	ENG 101 or ENG 102: First-Year Composition OR ENG 105: Advanced First-Year Composition OR ENG 107 or ENG 108: First-Year Composition		3	C	<ul style="list-style-type: none"> • An SAT, ACT or Accuplacer score determines placement composition • ASU Math Exam score determines placement course • ASU 101 specific exam for First-Year Seminar for all freshmen
	SOC 101: Introductory Sociology (SB)		3	C	
	MAT 142: College Mathematics (MA)		3	C	
	FAS 191: First-Year Seminar		1		
	Elective		3		
	Term hours subtotal:		13		
Term 2	14 - 29 Credit Hours	Critical course signified by	Hours	Minimum Grade	No
	ENG 101 or ENG 102: First-Year Composition OR ENG 105: Advanced First-Year Composition OR ENG 107 or ENG 108: First-Year Composition		3	C	
	SOC 241: Modern Social Problems (SB) or SOC 270: Racial and Ethnic Relations (SB & C) or SOC 264: Gender and Society (L or SB) & C)		3	C	
	Related Area Course AND Social-Behavioral Sciences (SB)		3	C	
	Humanities, Arts and Design (HU) AND Global Awareness (G)		3		
	Natural Science - Quantitative (SQ)		4		
	Complete ENG 101 OR ENG 105 OR ENG 107 course(s).				
	Term hours subtotal:		16		
Term 3	30 - 45 Credit Hours	Critical course signified by	Hours	Minimum Grade	No
	SOC Elective		3	C	
	Cultural Diversity in the U.S. (C)		3		
	Humanities, Arts and Design (HU) AND Historical Awareness (H)		3		
	Natural Science - Quantitative (SQ) OR Natural Science - General (SG)		4		
	Elective		3		
	Complete Mathematics (MA) requirement.				
	Complete First-Year Composition requirement.				



Term hours subtotal: 16

Term 4 46 - 60 Credit Hours Critical course signified by 	Hours	Minimum Grade	Notes
 SOC 390: Social Statistics I (CS)	3	C	
Literacy and Critical Inquiry (L)	3		
<i>Complete 2 courses:</i> Elective	6		
Related Area Course AND Social-Behavioral Sciences (SB)	3	C	
Term hours subtotal:	15		

Term 5 61 - 75 Credit Hours Necessary course signified by 	Hours	Minimum Grade	Notes
 SOC Upper Division Elective	3	C	
Related Area Course	3	C	
CLAS Science and Society Elective	3	C	
Upper Division Elective	3		
Elective	3		
Term hours subtotal:	15		

Term 6 76 - 90 Credit Hours Necessary course signified by 	Hours	Minimum Grade	Notes
 SOC 391: Research Methods (L or SB) or SBS 303: Quantitative Methods or FAS 361: Research Methods (L or SB)	3	C	
SOC Upper Division Elective	3	C	
Upper Division Literacy and Critical Inquiry (L)	3		
Upper Division CLAS Science and Society Elective	3	C	
Upper Division Elective	3		
Term hours subtotal:	15		

Term 7 91 - 105 Credit Hours Necessary course signified by 	Hours	Minimum Grade	Notes
 SOC 483: History of Social Thought (SB) or SOC 486: Contemporary Theory (SB)	3	C	
SOC Upper Division Elective	3	C	
<i>Complete 2 courses:</i> Upper Division Elective	6		
Elective	3		
Term hours subtotal:	15		

Term 8 106 - 120 Credit Hours Necessary course signified by 	Hours	Minimum Grade	Notes
 SOC Upper Division Elective	3	C	
<i>Complete 2 courses:</i> Related Area Course	6	C	
<i>Complete 2 courses:</i> Upper Division Elective	6		

- All students pursuing a B.S. or B.S.P. degree in the College of Liberal Arts and Sciences must complete courses from the Science and Society list found at <https://clas.asu.edu/advising-and-academic-services/science-and-society>. At least one of the two courses must be upper division. Students must earn a C or better in the courses, and no more than one of the two courses can be used to simultaneously fill a requirement of the major, minor or related area. Science and Society courses cannot also be used to fill the general studies HU, SB, SQ or SG requirements.

SOC Related Area Course

AFS OR AFR OR APA OR CDE OR ECN
OR FAS OR GCU OR HST OR POS OR
PSY OR TCL OR WST OR ASB Elective

Notes:

- Please keep in mind that the applicability of a specific transfer course toward an ASU degree program depends on the requirements of the department, division, college or school in which you are enrolled at ASU. Transfer agreements that guarantee the completion of university level requirements do not meet college and major requirements. Please consult with an advisor for more information.

Total Hours: 120
Upper Division Hours: 45
 minimum
Major GPA: 2.00 minimum
Cumulative GPA: 2.00
 minimum
Total hrs at ASU: 120
 minimum
**Hrs Resident Credit for
 Academic Recognition:** 56
 minimum
Total Community College Hrs:
 64 maximum

**General University
 Requirements Legend**

General Studies Core
 Requirements:

- Literacy and Critical Inquiry (L)
- Mathematical Studies (MA)
- Computer/Statistics/Quantitative
 Applications (CS)
- Humanities, Arts and Design
 (HU)
- Social-Behavioral Sciences (SB)
- Natural Science - Quantitative
 (SQ)
- Natural Science - General (SG)

General Studies Awareness
 Requirements:

- Cultural Diversity in the U.S.
 (C)
- Global Awareness (G)
- Historical Awareness (H)

First-Year Composition

General Studies designations listed on the major map are current for the 2014 - 2015 academic

APPENDIX C: CV's of the Faculty

Tashia D. S. Abry

Curriculum Vitae

T. Denny Sanford School of Social and Family Dynamics
Arizona State University
PO Box 873701
Tempe, AZ 85287-3701
P: 480/727.9205
tabry@asu.edu

RESEARCH INTERESTS

My research focuses on classroom structures, processes, and interventions that promote children's social, emotional, and academic development, and the mechanisms underlying these associations. I am particularly interested in the implementation of school-based programs and the identification of critical program elements. I also examine classroom dynamics, including classroom composition and teacher-student interactions, and their influence on student functioning.

EDUCATION

Ph.D., Educational Psychology - Learning and Development 2012
University of Virginia, Charlottesville, VA
Sara Rimm-Kaufman, Advisor

Dissertation: *The what, how, and for whom: Unpacking the mechanisms of a social and emotional learning intervention*

Committee: Sara Rimm-Kaufman (Chair), Daphna Bassok, Jennifer LoCasale-Crouch, Timothy Konold

M.Ed., Educational Psychology - Learning and Development 2008
University of Virginia, Charlottesville, VA
Sara Rimm-Kaufman, Advisor

B.A., Psychology 2005
Prescott College, Prescott, AZ
Vicky Young, Advisor

PROFESSIONAL AND RESEARCH EXPERIENCE

Assistant Research Professor - The Kindergarten Project 2013 - Present
T. Denny Sanford School of Social and Family Dynamics
Arizona State University, Tempe AZ

Analytic Consultant - Maryland's Safe and Supportive Schools (MDS3) 2012 - 2014
Catherine Bradshaw, Principal Investigator
Johns Hopkins University, Baltimore, MD

Postdoctoral Research Associate - The Kindergarten Project 2012 - 2013
Richard Fabes & Robert Bradley, Senior Faculty
T. Denny Sanford School of Social and Family Dynamics
Arizona State University, Tempe, AZ

- Consultant* – The Kindergarten Project 2012
 Richard Fabes & Robert Bradley, Senior Faculty
 T. Denny Sanford School of Social and Family Dynamics
 Arizona State University, Tempe, AZ
- Graduate Research Fellow* – The Responsive Classroom Efficacy Study 2008 - 2012
 Sara Rimm-Kaufman, Principal Investigator
 Center for Advanced Study of Teaching and Learning (CASTL)
 University of Virginia, Charlottesville, VA
- Master Trainer* – Classroom Assessment Scoring System, K-3 Observation (CLASS) 2008 - 2011
 Teachstone, Inc., Charlottesville, VA
- Research Assistant* – The Individualized Classroom Assessment Scoring System (inCLASS) 2008
 Jason Downer, Principal Investigator
 Center for Advanced Study of Teaching and Learning (CASTL)
 University of Virginia, Charlottesville, VA

PUBLICATIONS (*denotes student author)

Published Refereed Manuscripts

- Abry, T.**, *Latham, S., Bassok, D., & LoCasale-Crouch, J. (in press). Preschool and kindergarten teachers' beliefs about early school competencies: Misalignment matters for children's kindergarten adjustment. *Early Childhood Research Quarterly*.
 Impact factor: 2.058; 5-year impact factor: 3.657
- Abry, T.**, Hulleman, C. S., & Rimm-Kaufman, S. E. (2014). Using indices of fidelity to intervention core components to identify program active ingredients. *American Journal of Evaluation*. Online first, doi: 10.1177/1098214014557009
 Impact factor: .965; 5-year impact Factor: 1.527
- Wanless, S. B., Rimm-Kaufman, S. E., **Abry, T.**, Larsen, R. A., & Patton, C. S. (2014). Predictors of engagement in training as a pathway to understanding implementation of the Responsive Classroom approach. *Prevention Science*. Online first, doi: 10.1007/s11121-014-0519-6
 Impact factor: 2.827; 5-year impact Factor: 3.413
- Rimm-Kaufman, S. E., Baroody, A. E., Larsen, R. A., Curby, T. W., & **Abry, T.** (2014). To what extent do teacher-student interaction quality and student gender contribute to fifth graders' engagement in mathematics? *Journal of Educational Psychology*. Online first, doi: 10.1037/a0037252
 Impact factor: 2.909; 5-year impact Factor: 5.301
- Rimm-Kaufman, S. E., Larsen, R. A., Baroody, A. A., Curby, T. W., Ko, M., Thomas, J., Merritt, E., **Abry, T.**, & DeCoster, J. (2014). Efficacy of the Responsive Classroom approach: Results from a three-year longitudinal randomized controlled trial. *American Education Research Journal*, 51, 567-603, doi: 10.3102/0002831214523821
 Impact factor: 2.275; 5-year impact Factor: 3.090
- Abry, T.**, Rimm-Kaufman, S. E., Larsen, R. A., & Brewer, A. J. (2013). The influence of implementation fidelity on teacher-student interactions in the context of a randomized controlled trial of the Responsive Classroom approach. *Journal of School Psychology*, 51, 437-453. doi: 10.1016/j.jsp.2013.03.001
 Impact factor: 2.282; 5-year impact Factor: 3.470; *****Finalist for 2013 JSP Article of the Year**

Curby, T. W., Rimm-Kaufman, S. E., & **Abry, T.** (2013). Do emotional support and classroom organization earlier in the year set the stage for higher quality instruction? *The Journal of School Psychology, 51*, 557-569. doi: <http://dx.doi.org/10.1016/j.jsp.2013.06.001>
Impact factor: 2.282; 5-year impact Factor: 3.470

Published Chapters & Encyclopedia Entries

Hulleman, C. S., Rimm-Kaufman, S. E., & **Abry, T.** (2013). Innovative methodologies to explore implementation: Whole-Part-Whole--construct validity, measurement, and analytical issues for intervention fidelity assessment in education research. In T. G. Halle, A. J. Metz, & I. Martinez-Beck (Eds.), *Applying implementation science in early childhood programs and systems*. Baltimore, MD: Brookes.

Fabes, R. A., **Abry, T.**, & Swanson, J. (in press). Peers and play. D. L. Couchenour & K. Chrisman (Eds.), *The SAGE Encyclopedia of Contemporary Early Childhood Education*. Thousand Oaks, CA: SAGE

Manuscripts Under Review or In Revision

Abry, T., Cash, A. H., & Bradshaw, C. P. (2015). *Using generalizability theory to examine sources of variance in observed behaviors within high school classrooms*. Manuscript submitted for publication.

*Gaias, L. M., **Abry, T.**, Swanson, J., & Fabes, R. A. (2015). *Considering child effortful control in the context of teacher effortful control: Implications for kindergarten success*. Manuscript submitted for publication.

Duggan, M. A., Carlson, D. L., Jordan, M. E., *Gaias, L., **Abry, T.**, & *Granger, K. (2015). "Dear Diary:" A qualitative examination of the Phases of First-Year Teaching. Manuscript submitted for publication.

Manuscripts in Progress

Abry, T., Rimm-Kaufman, S. E., Curby, T. W., Thomas, J., & Ko, M. (2015). *Do specific teaching practices from the Responsive Classroom approach relate to the quality of teacher-child interactions?* Manuscript in preparation.

Abry, T., *Granger, K., *Bryce, C., Taylor, M., Swanson, J., & Bradley, R. H. (2015). *Classroom-level adversity: Understanding effects on achievement*. Manuscript in preparation.

Abry, T., *Bryce, C., Swanson, J., Bradley, R. H., & Corwyn, R., Fabes, R. A. (2015). *The differential contribution of classroom-level adversity to girls' and boys' social and emotional adjustment across the elementary school years*. Manuscript in preparation.

Abry, T. & Rimm-Kaufman, S. E. (2015). *Teacher efficacy and fidelity to the Responsive Classroom approach: A positive feedback cycle*. Manuscript in preparation.

Swanson, J., Taylor, M., **Abry, T.**, Duggan, M. A., & *Bryce, C. I. (2015). *The impact of an accumulation of life stressors on beginning teachers' efficacy and student-teacher relationship quality*. Manuscript in preparation.

Swanson, J., Lee, J., Im, H. S., **Abry, T.**, Bradley, R. H., & Fabes, R. A. (2015). *Predicting academic functioning in the short- and long-term from classroom behavior and academic engagement in kindergarten*. Manuscript in preparation.

Measurement Instruments

Abry, T., Swanson, J., & Fabes, R. A. (2013). *Classroom environment student difficulties scale*. Unpublished measure, T. Denny Sanford School of Social and Family Dynamics, Arizona State University, Tempe, AZ.

Selected for inclusion in 2014 administration of Early Childhood Longitudinal Study, Kindergarten Class of 2010-11 [ECLS-K:2011]

Abry, T., Brewer, A., Nathanson, L., Sawyer, B., Rimm-Kaufman, S.E. (2010). *Classroom practices observation measure*. Unpublished measure, The Center for Advanced Study of Teaching and Learning, University of Virginia, Charlottesville, VA.

Technical Reports

Abry, T. & Cash, A. H. (2014). *Maryland Safe and Supportive Schools (MDS3) generalizability study technical report, Assessing School Settings: Interactions of Students and Teachers (ASSIST)*. Unpublished technical report, T. Denny Sanford School of Social and Family Dynamics, Arizona State University, Tempe, AZ.

Popular Press

Abry, T. & Jimenez, M. (2015, February). Cooking up quality in the kindergarten classroom. *Raising Arizona Kids Magazine*

Swanson, J., **Abry, T., & Duggan, M. A. (2014, October).** What is The Kindergarten Project? *Raising Arizona Kids Magazine*.

Average monthly readership, 120,000

Swanson, J., & **Abry, T. (2014, July).** Encourage children's critical thinking – it's science! *Raising Arizona Kids Magazine*.

Average monthly readership, 120,000

Abry, T., & Duggan, M. A. (2013, August). Sometimes less is more. *Raising Arizona Kids Magazine*.

Average monthly readership, 120,000

PRESENTATIONS (*denotes student author)

Selected Refereed Conference Presentations

Abry, T., Swanson, J., *Bryce, C. I., Taylor, M., & Bradley, R. H. (2015, March). *Classroom-level adversity, externalizing behavior, and achievement: Direct and indirect associations in first grade*. Poster accepted for presentation at the biennial meeting of Society for Research in Child Development, Philadelphia, PA.

Abry, T., *Bryce, C. I., Bradley, R. H., Swanson, J., Corwyn, R. F., & Fabes, R. A. (2015, March). *Classroom-level adversity: Concurrent, longitudinal, and differential relations with socially adaptive and maladaptive behaviors in elementary school*. Poster accepted for presentation at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.

*Bryce, C. I., **Abry, T., & Bradley, R. H. (2015, March).** Classroom instructional and emotional support: Examining thresholds of classroom quality across the elementary years. Poster accepted for presentation at the biennial meeting of Society for Research in Child Development, Philadelphia, PA.

Swanson, J., Valiente, C., **Abry, T., & Lemery-Chalfant, K. (2015, March).** Parents' reactions to children's negative emotions and social-emotional classroom functioning in the early grades. In V. L. Castro and A. G. Halberstadt (Chairs), *Parents' reactions to children's negative emotions and children's social-emotional development: Developmental shifts across childhood*. Poster accepted for presentation at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.

Abry, T., Cash, A. H., & Bradshaw, C. P. (2014, September). *Using generalizability theory to examine sources of variance in observed behaviors within high school classrooms*. Paper presented at the semi-annual meeting of the Society for Research on Educational Effectiveness, Washington D.C.

- Abry, T.**, Swanson, J., Bradley, R. H., & Fabes, R. A. (2014, April). *Classroom-level adversity: The influence of collective child characteristics on first graders' social skills and problem behaviors*. Paper presented at the 2014 annual meeting of the American Education Research Assoc., Philadelphia, PA.
- Duggan, M. A., Carlson, D. L., *Indorf, A. F., *Gaias, L. M., **Abry, T.**, Jordan, M. E. (2014, April). "Dear Diary:" *A qualitative examination of the phases of first year teaching*. Paper presented at the 2014 annual meeting of the American Educational Research Assoc., Philadelphia, PA.
- *Gaias, L. M., Swanson, J., **Abry, T.**, Bradley, R. H., & Fabes, R. A. (2014, April). *Student-teacher temperament differentials: Implications for academic performance and school liking in kindergarten*. Paper presented at the 2014 annual meeting of the American Educational Research Assoc., Philadelphia, PA.
- *Indorf, A. F., **Abry, T.**, *Gaias, L. M., & Fabes, R. A. (2014, April). *Teacher efficacy with individual students: Mediation the link between behavioral engagement and student-teacher relationships*. Paper presented at the 2014 annual meeting of the American Educational Assoc., Philadelphia, PA.
- Abry, T.**, Rimm-Kaufman, S. E., & Thomas, J. B. (2013, April). *Teacher efficacy: A predictor and outcome of the use of child-centered practices associated with the Responsive Classroom approach*. Poster presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Curby, T. W., Rimm-Kaufman, S. E., & **Abry, T.** (2013, March). *Do emotional support and classroom organization earlier in the year set the stage for higher quality instruction?* Poster presented at the semi-annual meeting of the Society for Research on Educational Effectiveness, Washington D.C.
- *Gaias, L. M., Swanson, J. M., *Bryce, C. I., **Abry, T.**, Bradley, R. H., Duggan, M. A., Fabes, R. A., *Indorf, A. L. F., & Raymer, C. N. (2013, January). *Moderated relations among daily hassles, temperament, and empathy in pre-service teachers*. Poster presented at the Occasional Temperament Conference, Salt Lake City, UT.
- Abry, T.**, Rimm-Kaufman, S. E., & Larsen, R. A. (2012, April). *The effects of the Responsive Classroom approach on teacher-student interactions: The importance of implementation fidelity*. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, BC, Canada.
- Rimm-Kaufman, S. E., Curby, T. W., & **Abry, T.** (2012, April). *Do specific practices from the Responsive Classroom approach predict the quality of teacher-student interactions?* Paper presented at the annual meeting of the American Educational Research Association, Vancouver, BC, Canada.
- Abry, T.**, Rimm-Kaufman, S. E., Hulleman, C. S., Thomas, J. B., & Ko, M. (2012, March). *The how and for whom of program effectiveness: Dissecting the Responsive Classroom approach in relation to academic achievement*. Paper presented at the semi-annual meeting of the Society for Research on Educational Effectiveness, Washington D.C.
- Abry, T.**, Rimm-Kaufman, S. E., Larsen, R. A., & Brewer, A. J. (2011, September). *Applying new methods to the measurement of implementation fidelity: Examining critical ingredients of the Responsive Classroom approach in relation to mathematics achievement*. Poster presented at the semi-annual meeting of the Society for Research on Educational Effectiveness, Washington D.C.
- Rimm-Kaufman, S. E., Cameron Ponitz, C., & **Abry, T.** (2011, April). *Teachers' supports for children's engagement in four first grade classroom contexts*. Paper presented at the biennial meeting of the Society for Research in Child Development, Montreal, Canada.

Abry, T., Rimm-Kaufman, S.E., Cameron Ponitz, C., & Peugh, J.L. (2011, March). *The contribution of fidelity of implementation of the Responsive Classroom approach on teacher-student interaction quality in the first year of an experimental field trial.* Poster presented at the biannual meeting of the Society for Research on Educational Effectiveness, Washington D.C.

Rimm-Kaufman, S.E., **Abry, T.,** Ponitz, C., Thomas, J., Berry, R., Fan, X., et al. (2010, June). *Preliminary results from a randomized controlled trial: Teachers' use of the Responsive Classroom approach and observed teacher quality.* Poster presented at the annual meeting of the Institute of Educational Sciences, Washington D.C.

Abry, T., Booren, L. M., Meyer, J. P., & Downer, J. T. (2010, April). *Analyzing observational ratings of classroom interactions: An application of generalizability theory to inCLASS scores.* Poster presented at the annual meeting of the National Council on Measurement in Education, Denver, CO.

Abry, T., Lima, O. K., Booren, L. M., Luckner, A. E., & Downer, J. T. (2009, April). *Teacher ratings and observations: Comparing two measures of children's interactions in classrooms.* Poster presented at the biennial meeting of the Society for Research in Child Development, Denver, CO.

Sweeny, B., Luckner, A. E., **Abry, T.,** Booren, L. M., & Downer, J. T. (2009, April). *Classroom composition and teacher characteristics: Associations with children's teacher, peer, and task interactions.* Poster presented at the biennial meeting of the Society for Research in Child Development, Denver, CO.

Booren, L. M., **Abry, T.,** Luckner, A. E., Yoder, B., Lima, O. K., Downer, J. T. et al. (2008, May). *Examining a preschool observational assessment: Associations with teacher ratings and predictive validity of the CLASS-C.* Poster presented at the annual meeting of the Association of Psychological Sciences, Chicago, IL.

Invited Presentations, Workshops, and Guest Lectures

Abry, T. (2014, March). *Implementation fidelity: State of research and future directions.* Invited presentation to Graduate Implementation Science course, University of Pittsburgh, Pittsburgh, PA.

Abry, T., & Larsen, R. (2012, June). *Mediation and moderation.* A workshop presented to Institute of Education Sciences Graduate Student Fellows. University of Virginia, Charlottesville, VA.

Abry, T. (2011, November). *Implementation, classroom interactions, and key ingredients, oh my! Exploring mechanisms of intervention efficacy.* Invited colloquia for the Center for Assessment and Research Studies, James Madison University.

GRANTS AND SPONSORED RESEARCH

Funded Proposals

Swanson, J., & **Abry, T.** (Leads, Project Evaluation). *Pilot evaluation of an expanded collaborative Jumpstart Program.* Community Investment partnership grant between Jumpstart for Young Children, Inc., Arizona State University, Mesa Community College. Funded by Helios Education Foundation. \$275,000 in total direct costs. 01/01/2014 - 09/30/2015. 2014

Proposals Under Review

Abry, T. (PI), Swanson, J. (Co-PI), Fabes, R. A. (Co-PI), Wilkens, N. D. (Co-I), Bradley, R. H. (Co-I). 2014
Kindergarten classroom composition: Exploring links between classroom-level competence and academic and social-behavioral functioning. Proposal submitted to Institute of Education Sciences, Goal 1 Exploration. \$1,599,974 in total costs. 07/01/2015 - 06/30/2019.

Hanish, L. D. (PI), Martin, C. L. (Co-I), Fabes, R. A. (Co-I), Miller, C. (Co-I), **Abry, T. (Co-I)**, & Hedberg, E. C. *Building social harmony in elementary school lunchrooms and playgrounds*. Proposal submitted to Institute of Education Sciences, Goal 2 Development. \$1,500,000 in total costs. 07/01/2015 – 06/30/2018. 2014

Proposals not Funded

Fabes, R. A. (PI), **Abry, T. (Co-I)**, Swanson, J. (Co-I), Bradley, R. H. (Co-I), & Thompson, M. S. (Co-I). *The Parent Coach Toolbox: An innovative professional development intervention to enhance Head Start families' well-being and children's school readiness*. Proposal submitted to Department of Health and Human Services Office of Planning, Research, and Evaluation; Administration for Children and Families. \$2,406,892 in total direct costs. 07/01/2014-06/30/2019. 2013

Abry, T. (PI). *Classroom Composition And Student Achievement: An Ecological Examination Of School, Classroom, And Individual Mediating And Moderating Effects*. Proposal submitted to the Spencer Foundation. \$50,000 in total costs. 12/01/2013 – 11/30/2015. 2013

Abry, T. (PI). *The Adaptation Of A Classroom Observation Measure To Examine The Influence Of Classroom Composition On Student Learning And Development*. Proposal submitted to the American Psychological Association, Division 15 Early Career Research Grants Program. \$7,500 in total costs. 08/01/2013 – 07/31/2014. 2013

Abry, T., & Swanson, J. (Co-PIs). *Classroom composition and student achievement: An ecological examination of school, classroom, and individual mediating and moderating effects*. Funding mechanism: Measures of Effective Teaching (MET) Early Career Research Grants Program. \$24,845. 07/01/2013-06/30/2014. 2012

TEACHING AND MENTORSHIP

Instructor - Arizona State University, Tempe, AZ
 Social Statistics I (SOC 390; online format) Fall 2013 - Present
 Supervised Research (FAS 390) Spring 2013 - Present

Adjunct Instructor - Blue Ridge Community College, Weyers Cave, VA
 Developmental Psychology (PSY 230; online format) Fall 2011
 Developmental Psychology (PSY 230) Spring 2010

Dissertation Committee Member - Crystal I. Bryce (Family and Human Development)
Children's academic experiences during first grade as precursors of later academic performance 2014-2015
 T. Denny Sanford School of Social and Family Dynamics, Arizona State University

Mentor - First-year graduate student Fellows 2011 - 2012
 Curry School of Education, University of Virginia

Mentor - Summer Undergraduate Research Program 2008 – 2009
 Curry School of Education, University of Virginia

HONORS AND AWARDS

Institute of Education Sciences (IES) Pre-Doctoral Fellowship 2010 - 2012

Curry Trustees Fellowship 2011 - 2012

Robert Septimus Pace, Jr. Scholarship 2010 - 2011

PROFESSIONAL DEVELOPMENT AND SERVICE

Specialized Workshops and Trainings

Latent Class and Latent Transition Analysis <i>Dr. Stephanie Lanza</i>	2014
Institute for Interdisciplinary Salivary Bioscience Research, "Spit Camp" <i>Dr. Douglas Granger</i>	2013
Individualized Classroom Assessment Scoring System, Observational Training <i>Kate Matthew, M.Ed.</i>	2013
National Institute of Child Health and Human Development, Study of Early Child Care and Youth Development <i>Dr. Robert Corwyn</i>	2013
What Works Clearinghouse Reviewer Training <i>Mathematica</i>	2011
Missing Data <i>Dr. Ross Larsen</i>	2011
A Mixed Methods Workshop <i>Dr. Tom Weisner</i>	2011
Randomized Controlled Trials <i>Drs. Chris Hulleman, Mark Conaway, Chris Rhoades</i>	2010
Designing Adequately Powered Cluster Randomized Trials Using Optimal Design <i>Dr. Jessaca Spybrook</i>	2010
Latent Growth Curve Modeling <i>Dr. James Peugh</i>	2009
Hierarchical Linear Modeling <i>Dr. Andrew Mashburn</i>	2009
Power Analysis <i>Dr. Kevin Grimm</i>	2009
Classroom Assessment Scoring System, Train the Trainer <i>Dr. Laura Brock</i>	2008
Classroom Assessment Scoring System, Observational Training <i>Dr. Laura Brock</i>	2008
Individual Classroom Assessment Scoring System, Observational Training <i>Leslie Booren, M.S.</i>	2008

Current Professional Memberships

American Education Research Association (AERA)

American Psychological Association (APA), Division 15 – Educational Psychology

Society for Research in Child Development (SRCD)

Professional Service

Secretary/Treasurer

2013 - Present

Social and Emotional Learning Special Interest Group, American Education Research Association

Nominations Committee Chair

2014

Social and Emotional Learning Special Interest Group, American Education Research Association

Invited Reviewer

2014

Society for Research in Child Development, 2015 Biennial Meeting

Ad Hoc & Invited Consulting Reviewer

Child Development

Prevention Science

Early Education and Development

Early Childhood Research Quarterly

Handbook of Research Methods in Early Childhood Education

The Journal of Early Adolescence

International Journal of Psychology

University Service

Hiring Committee

2015

Post-Doctoral Research Associate

T. Denny Sanford School of Social and Family Dynamics, Arizona State University

Panelist

2015

Exploring Non-tenure Track Positions in Academia, Professional Development Seminar
Department of Psychology, Arizona State University

Hiring Committee

2014

Post-Doctoral Research Associate (two positions)

T. Denny Sanford School of Social and Family Dynamics, Arizona State University

Panelist

2012

Preparing for the Job Search, Professional Development Seminar

T. Denny Sanford School of Social and Family Dynamics, Arizona State University

Reviewer

2011

Curry Education Research Conference

Curry School of Education, University of Virginia

Member

2011 - 2012

Educational Leadership and Foundations Travel Committee

Curry School of Education, University of Virginia

Community Service

Volunteer

Habitat for Humanity, Phoenix, AZ

2013

Tutor

America Reads, University of Virginia

2007 - 2008

ADDITIONAL SKILLS

Statistical Packages

Proficient user of *Mplus*, SPSS, and STATA

Languages

Proficient Spanish speaker (e.g., can present work to Spanish speaking audience, can field questions from Spanish speaking participants)

Victor Agadjanian

Curriculum Vitae



T. Denny Sanford School of Social and Family Dynamics
Program in Sociology
Center for Population Dynamics
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Main areas of specialization

Thematic: Social demography; HIV/AIDS; reproductive health and behavior; migration; gender

Geographic: Sub-Saharan Africa; Eurasia (Central Asia and the Caucasus); the Andean region.

Academic appointments

- 2009-present Professor, Program in Sociology, T. Denny Sanford School of Social and Family Dynamics, Arizona State University
- 2008-present Ellen Elizabeth Guillot International Distinguished Professorship, T. Denny Sanford School of Social and Family Dynamics, Arizona State University
- 2006-2009 Associate Professor, Program in Sociology, T. Denny Sanford School of Social and Family Dynamics, Arizona State University
- 2005-2012 Founding Director, Center for Population Dynamics, Arizona State University
- 2002-2006 Associate professor, Department of Sociology, Arizona State University
- 1996-2002 Assistant professor, Department of Sociology, Arizona State University
- 1995 Instructor, Population Research Laboratory, University of Southern California
- 1990-1992 Teaching Assistant, Department of Sociology, University of Southern California
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Visiting positions and affiliations

- 2013-present Visiting Professor, Yerevan State University, Yerevan, Armenia
- 2005 (Fall) Visiting Professor, Department of Sociology, Yerevan State University, Yerevan, Armenia
- 2004 (Sum) Visiting Scholar, Population Studies Center, Eduardo Mondlane University, Maputo, Mozambique
- 2003 (Spring) Visiting Scholar, Institut National d'Études Démographiques, Paris, France.
- 2003 (Spring) Visiting Scholar, La Maison des Sciences de l'Homme, Paris, France.
- 1996-present Affiliate, Women and Gender Studies, Graduate Faculty in Gender and Women Studies Arizona State University.
- 1996-present The Melikian Center: Russian and East European Studies, Arizona State University.
- 1996-2007 Center for Latin American Research, Arizona State University.
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Education and training

- 1995 Ph.D., Sociology. University of Southern California
- 1992-1993 OPTIONS Fellows Program on Population Policy and Development at the Population Reference Bureau.
- 1992 Master of Science, Sociology-Applied Demography. University of Southern California
- 1991 Social Science Research Council Summer Workshop in Soviet Sociology and Anthropology, Stanford University. Summer 1991
- 1987-1989 Graduate Program, Ethnology. Institute of Ethnology of the Academy of Sciences of the U.S.S.R.
- 1985 Bachelor of Arts, African Studies and Swahili. Moscow State University, U.S.S.R.
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Publications (* denotes student co-author)Peer-reviewed articles

Agadjanian, V., and Natalya Zotova. "Sexual risks of Central Asian migrant women in the context of the Russian HIV epidemic" (forthcoming in *Demographic Review*, in Russian)

Agadjanian, V., Sarah R. Hayford, Luciana Luz, and Jing Yao. "Bridging the client and provider perspectives: family planning access and utilization in rural Mozambique" (forthcoming in *International Journal of Gynecology and Obstetrics*)

Agadjanian, V., and Scott T. Yabiku "Religious belonging, religious agency and women's autonomy in sub-Saharan Africa" (forthcoming in *Journal for the Scientific Study of Religion*)

Nedoluzhko, Lesia, and V. Agadjanian. "Between tradition and modernity: Marriage dynamics in Central Asia" (conditionally accepted in *Demography*)

*Luz, Luciana, and V. Agadjanian. "Women's decision-making autonomy and children's schooling in rural Mozambique" (conditionally accepted in *Demographic Research*)

Agadjanian, V. , *Evgenia Gorina, and Cecilia Menjívar. 2014. "Economic incorporation, civil inclusion, and social ties: Plans to return home among Central Asian migrant women in Moscow, Russia" *International Migration Review* 48(3): 577-603 (lead article)

Yao, Jing, V. Agadjanian, and Alan Murray. 2014. "Spatial and social inequities in HIV testing utilization in the context of rapid scale-up of HIV/AIDS services in rural Mozambique" *Health & Place* 28 (July): 133-141

Sevoyan, Arusyak, and V. Agadjanian. 2014. "Male labor migration, spousal communication, and STI treatment in Armenia" *Culture, Health & Sexuality* (online first) DOI: 10.1080/13691058.2014.936042

Agadjanian, V., and Scott T. Yabiku. "Religious affiliation and fertility in Mozambique: A dynamic analysis" *Population Research and Policy Review* (online first) DOI 10.1007/s11113-013-9317-2

Agadjanian, V., and Arusyak Sevoyan. 2014. "Embedding or uprooting? The effects of international labor migration on rural households in Armenia" *International Migration* 52(5): 29-46. doi: 10.1111/imig.12058

Sevoyan, Arusyak, and V. Agadjanian. 2013. "Contraception and abortion in a low-fertility setting: the role of seasonal migration" *International Perspectives on Sexual and Reproductive Health* 39(3): 124-132. doi: 10.1363/3912413

Agadjanian, V., Premchand Dommaraju, and Lesia Nedoluzhko. 2013. "Economic fortunes, ethnic divides, and marriage and fertility in Central Asia: Kazakhstan and Kyrgyzstan compared" *Journal of Population Research* 30 (3): 197-211

Agadjanian, V. 2013. "Religious denomination, religious involvement and contraceptive use in Mozambique" *Studies in Family Planning* 44(3): 259-274. doi: 10.1111/j.1728-4465.2013.00357.x

Yao, Jing, Alan Murray, and V. Agadjanian. 2013. "A geographical perspective on access to sexual and reproductive health care for women in rural Mozambique" *Social Science & Medicine* 96: 60-68. doi: 10.1016/j.socscimed.2013.07.025

Avogo, Winfred, and V. Agadjanian. 2013. "Coping with fears: Women's personal networks, migration, and HIV/AIDS in Mozambique" *International Journal of Environmental Research and Public Health* 10(3), 892-912. doi:10.3390/ijerph10030892

- Cau, Boaventura, Arusyak Sevoyan, and V. Agadjanian. 2013. "Religious affiliation and under-five mortality in Mozambique" *Journal of Biosocial Science* 45(3): 415-429
- Yabiku, Scott T., V. Agadjanian, and Boaventura Cau. 2012. "Labor migration and child mortality in Mozambique" *Social Science & Medicine* 75(12): 2530-2539
- Hayford, Sarah, R., V. Agadjanian, and *Luciana Luz. 2012. "Now or never: perceived HIV status and fertility intentions in rural Mozambique" *Studies in Family Planning* 43(3): 191-199
- Zimovina, Elena, and V. Agadjanian. 2012. "The system of migratory interaction between Kazakhstan and other countries of Central Asia in the post-Soviet period" *Ethnographic Survey* [Этнографическое Обозрение] 4:108-125 (in Russian)
- Hayford, Sarah R., and V. Agadjanian. 2012. "From desires to behavior: Moderating factors in a fertility transition" *Demographic Research* vol. 26, article 20: 511-542. <http://www.demographic-research.org/volumes/vol26/20/26-20.pdf>
- Agadjanian, V., and Natalya Zotova. 2012. "Sampling and surveying hard-to-reach populations for demographic research: A study of female labor migrants in Moscow, Russia" *Demographic Research*, vol. 26 (5): 131-150. <http://www.demographic-research.org/volumes/vol26/5/26-5.pdf>
- * Yao, Jing, Alan T. Murray, V. Agadjanian, and Sarah R. Hayford. 2012. "Spatial analysis of sexual and reproductive health service utilization in rural Mozambique" *Applied Geography* 32 (2): 601-607 [PMC3324281]
- Hayford, Sarah R., and V. Agadjanian. 2011. "Uncertain plans in uncertain times: Non-numeric fertility preferences in rural Mozambique" *African Population Studies* 25(2): 419-439
- Agadjanian, V., and Cecilia Menjívar. 2011. "Fighting down the scourge, building up the church: Organizational constraints in religious involvement with HIV/AIDS in Mozambique" *Global Public Health* Special Issue on Religious Responses to HIV and AIDS: S148-S162 [PMC3243784]
- Agadjanian, V., Scott T. Yabiku, and *Boaventura Cau. 2011. "Men's migration and women's fertility in rural Mozambique" *Demography* 43(3): 1029-1048 [PMC3326426]
- Agadjanian, V., Carlos Arnaldo, and *Boaventura Cau. 2011. "Health costs of wealth gains: Labor migration and perceptions of HIV/AIDS risks in Mozambique" *Social Forces* 89(4): 1097-1118 (lead article) [PMC3322614]
- Yabiku, Scott T., V. Agadjanian, and *Arusyak Sevoyan. 2011. "Husbands' labor migration and wives' autonomy" *Population Studies* 64(3): 293-306. [PMC2976678]
- Agadjanian, V., and Premchand Dommaraju. 2011. "Culture, Modernization, and Politics: Ethnic Differences in Union Formation in Kyrgyzstan" *European Journal of Population* 27(1): 79-101.
- Hayford, Sarah R., and V. Agadjanian. 2010. "Providers' views concerning family planning service delivery to HIV+ women in Mozambique" *Studies in Family Planning* 41(4): 291-300 [PMC3023920]

- *Sevoyan, Arusyak and V. Agadjanian. 2010. "Male migration, women left behind, and sexually transmitted diseases in Armenia" *International Migration Review* 44(2): 354-375.
- Nedoluzhko, Lesia and V. Agadjanian. 2010. "Marriage, childbearing, and migration in Kyrgyzstan: Exploring interdependencies" *Demographic Research* 22(7): 159-188.
- Avogo, Winfred A. and V. Agadjanian. 2010. "Forced migration and child health and mortality in Angola." *Social Science & Medicine* 70(1): 53-60.
- Dommaraju, Premchand, and V. Agadjanian. 2009. "India's North-South divide and theories of fertility change." *Journal of Population Research* 26(3): 249-272.
- Agadjanian, V., Scott Yabiku, and *Lubayna Fawcett 2009. "History, community milieu, and Christian-Muslim differentials in contraceptive use in sub-Saharan Africa" *Journal for the Scientific Study of Religion* 48(3): 462-79.
- Agadjanian, V. and Sarah R. Hayford. 2009. "PMTCT, HAART, and Childbearing in Mozambique: An Institutional Perspective" *AIDS & Behavior* 13 (Suppl 1): 103-112 [PMC2836932]
- Agadjanian, V., Lesia Nedoluzhko, and Gennady Kumskov. 2008. "Eager to leave? Intentions to migrate abroad among young people in Kyrgyzstan" *International Migration Review* 42 (3): 620-651
- *Dommaraju, Premchand, and V. Agadjanian. 2008. "Nuptiality in Soviet and post-Soviet Central Asia" *Asian Population Studies* 4 (2): 195-213
- Agadjanian, V., *Premchand Dommaraju, and Jennifer E. Glick. 2008. "Reproduction in upheaval: Crisis, ethnicity, and fertility in Kazakhstan" *Population Studies* 62 (2): 211-233
- Agadjanian, V. 2008. "Research on international migration in sub-Saharan Africa: Foci, approaches, and challenges" *The Sociological Quarterly* 49 (3): 407-421 (invited)
- Agadjanian, V., and Cecilia Menjivar. 2008. "Talking about the 'Epidemic of the Millennium': Religion, informal communication, and HIV/AIDS in sub-Saharan Africa" *Social Problems* 55 (3): 301-321 (lead article)
- *Avogo, Winfred and V. Agadjanian. 2008. "Childbearing in crisis: War, migration and fertility in Angola" *Journal of Biosocial Science* 40 (5): 725-742
- Agadjanian, V., and Winfred Avogo. 2008. "Forced migration and HIV/AIDS risks in Angola" *International Migration* 46 (3): 189-216
- *Dommaraju Premchand, V. Agadjanian, and Scott T. Yabiku. 2008. "The pervasive and persistent influence of caste on child mortality in India" *Population Research and Policy Review* 27 (4): 477-495
- *Avogo, Winfred and V. Agadjanian. 2008. "Men's social networks and contraception in Ghana." *Journal of Biosocial Science* 40(3): 413-429

- Menjívar, Cecilia, and V. Agadjanian. 2007. "Men's migration and women's lives: Views from rural Armenia and Guatemala" *Social Science Quarterly* 88(5): 1243-1262
- Agadjanian, V., and *Soma Sen. 2007. "Promises and challenges of faith-based AIDS care and support in Mozambique" *American Journal of Public Health* 97 (2): 362-366. [PMC1781404]
- *Grineski, Sara E., Bob Bolin, and V. Agadjanian. 2006. "Tuberculosis and urban growth: Class, race, and disease in early Phoenix, Arizona, USA" *Health and Place* 12 (4): 603-616.
- Agadjanian, V. 2005. Gender, religious involvement, and HIV/AIDS prevention in Mozambique *Social Science & Medicine* 61 (7): 1529-1539.
- Agadjanian, V. 2005 "Fraught with ambivalence: Reproductive intentions and contraceptive choices in a sub-Saharan fertility transition" *Population Research and Policy Review* 24 (6): 617-645.
- Agadjanian, V., and *Hui Peng Liew. 2005. "The effect of preferential policies on ethnic inequities in educational attainment in Malaysia" *Race, Ethnicity & Education* 8 (2): 213-230.
- Agadjanian, V., and Ekaterina Makarova. 2003. "From Soviet modernization to post-Soviet transformation: Understanding marriage and fertility dynamics in Uzbekistan" *Development and Change*. 34(3): 447-473
- Agadjanian, V., and Ndola Prata. 2003. "Civil war and child health: Regional and ethnic dimensions of child malnutrition and immunization in Angola" *Social Science & Medicine*. 56(12): 2515-2537
- Agadjanian, V. 2002. "Informal social networks and epidemic prevention in a third world context: Cholera and HIV/AIDS compared." In *Advances In Medical Sociology*, Volume 8 (Social Networks and Health), edited by Judith A. Levy and Bernice A. Pescosolido. JAI-Elsevier Science, pp. 201-221
- Agadjanian, V. 2002. "Adolescents' views on childbearing, contraception, and abortion in two post-communist societies" *Journal of Youth Studies* 5(4): 391-406
- Agadjanian, V. 2002. "Competition and cooperation among working women in the context of structural adjustment: The case of street vendors in La Paz-El Alto, Bolivia" *Journal of Developing Societies* 18 (3): 259-285
- Agadjanian, V. 2002. "Is 'abortion culture' fading in the former Soviet Union? Views about abortion and contraception in Kazakhstan" *Studies in Family Planning* 33 (3): 237-48
- Agadjanian, V., and Ndola Prata. 2002. "War, peace, and fertility in Angola" *Demography* 39(2): 215-231 (lead article)
- Agadjanian, V. 2002. "Men doing 'women's work': Masculinity and gender relations among street vendors in Maputo" *Journal of Men's Studies*, 10 (3): 329-342.
- Agadjanian, V. 2002. "Men's talk about 'women's matters': Gender, communication, and contraception in Mozambique" *Gender & Society* 16(2): 194-215

Agadjanian, V. 2001. "Religion, social milieu, and the contraceptive revolution." *Population Studies*, 55 (2): 135-148

Agadjanian, V. 2001. "Negotiating through reproductive change: Gendered social interaction and fertility change in Mozambique." *Journal of Southern African Studies*, 27 (2): 292-309.

Agadjanian, V., and Ndola Prata. 2001. "War and reproduction: Angola's fertility in comparative perspective." *Journal of Southern African Studies*, 27 (2): 330-347.

Agadjanian, V., and Alex Chika Ezech. 2000. "Polygyny, gender relations, and reproduction in Ghana." *Journal of Comparative Family Studies*, 31 (4): 427-441.

Agadjanian, V. 2000. "Women's work and fertility in a sub-Saharan urban setting: A social environment approach." *Journal of Biosocial Science*, 32 (1): 17-35.

Agadjanian, V. 1999. "Post-Soviet demographic paradoxes: Ethnic differences in marriage and fertility in Kazakhstan." *Sociological Forum*, 14 (3): 425-46.

Agadjanian, V. 1998. "Women's choice between indigenous and western contraception in urban Mozambique." *Women and Health*, 28 (2): 1-17

Agadjanian, V. 1998. "Trapped on the margins: Social characteristics, economic conditions, and reproductive behavior of internally displaced women in urban Mozambique." *Journal of Refugee Studies*, 11 (3): 284-303.

Agadjanian, V. 1998. "'Quasi-legal' abortion services in a sub-Saharan setting: Users' profile and motivations." *International Family Planning Perspectives*, 24 (3): 111-16.

Agadjanian, V. 1998. "Economic security, informational resources, and women's reproductive choices in urban Mozambique." *Social Biology*, 45 (1-2): 60-79.

Agadjanian, V., and Zhenchao Qian. 1997. "Ethnocultural identity and induced abortion in Kazakhstan" *Studies in Family Planning*, 28 (4): 317-329.

Heer, David, V. Agadjanian, Fayez Hammad, Yilan Qiu, and S. Ramasundaram. 1992. "A comparative analysis of the position of undocumented Mexicans in the Los Angeles County work force in 1980." *International Migration*, 30 (2): 101-126.

Book chapters and encyclopedia entries

Agadjanian, V. 2013. "HIV/AIDS, migration, and gender in Sub-Saharan Africa" In *Encyclopedia of Global Human Migration*. Wiley.

Agadjanian, V., Cecilia Menjivar, and *Boaventura Cau. 2013. "Economic uncertainties, social strains, and HIV risks: exploring the effects of male labor migration on rural women in Mozambique." In *How Immigrants Impact their Homelands*, edited by Susan E. Eckstein and Adil Najam. Duke University Press, pp. 234-251.

Zotova, Natalya, and V. Agadjanian. 2012. "Female migration from Central Asia examined from the 'inside'." In Filippova, E. (Ed.). *Twenty Years Later (1991-2011). The Reshaping of Space and Identity*. (pp. 239-249). Moscow, Russia: Russian State University for Humanities (in Russian) ISBN 978-5-7281-1340-2

Agadjanian, V. 2004. "Men doing 'women's work': Masculinity and gender relations among street vendors in Maputo, Mozambique." In Lahoucine Ouzgane and Robert Morrell (eds.) *African Masculinities*. Palgrave Macmillan (reprint)

Agadjanian, V. 2003. "Competition and cooperation among working women in the context of structural adjustment: The case of street vendors in La Paz-El Alto, Bolivia." In Cecilia Menjivar (ed.) *Through the Eyes of Women: Gender, Social Networks, Family and Structural Change in Latin America and the Caribbean*. Ontario, Canada: De Sitter Publications. (reprint)

Agadjanian, V. 1999. "Zionist churches in the urban sociocultural space of Mozambique in the 1980s and 1990s." *Lusotopie: Enjeux Contemporains dans les Espaces Lusophones*. Paris: Karthala. 415-423. (in Portuguese)

Agadjanian, V. 1991. "The Armenian-Azerbaijani conflict: Sociodemographic aspects" In Alexander G. Osipov (ed.) *Ethnic Conflicts in the U.S.S.R.: Causes, Specificity, and Problems of Study*, pp. 4-14. Institute of Ethnology: Moscow. (in Russian).

Other publications and reports

Agadjanian, V., and Natalya Zotova. 2013. "Social vulnerability and sexual risks of migrants women from Central Asia in Moscow." In Zh.A. Zaychonkovskaya (ed.) *Migration in Russia, 2000-2012: A Reader*, vol.1. Spetskniga: Moscow (in Russian)

Agadjanian, V. 2012. "Religious organizations and the fight against HIV/AIDS in Mozambique" In Jill Olivier and Quentin Wodon (eds.) *The Role of Faith-Inspired Health Care Providers in Sub-Saharan Africa and Public-Private Partnerships*, vol.2 *The Comparative Nature of Faith-Inspired Health Care Provision in Sub-Saharan Africa*, Chapter 9, pp. 131-139. Health, Nutrition, and Population Discussion Paper, World Bank: Washington DC.

Zotova, Natalya, and V. Agadjanian. 2011. Exploring sexual risks of Central Asian Female Migrants in Moscow. In *International Conference "The Caucasus and Central Asia: Twenty Years after Independence, 25-27 August 2011*, pp. 175-182, Almaty, Kazakhstan.
<http://lodel.ehess.fr/cercec/docannexe.php?id=1705>

Agadjanian, V., and Natalya Zotova. 2011. Social Vulnerability and Sexual Risks of Female Migrants from Central Asia in Moscow. In *Demoscope Weekly* (online journal of the Institute of Demography, Higher School of Economics, Moscow, Russia) n.465-466 (May 2-22).
http://demoscope.ru/weekly/2011/0465/analit02.php#_FNR_1 (in Russian)

Agadjanian, V. 2009. *Demography of Kazakhstan's Muslims*. Report prepared for the Pew Forum on Religion & Public Life.

Agadjanian, V., and Sarah R. Hayford. 2008. *Accelerated Child Survival and Development in Bié, Cunene, Huíla, Luanda, and Moxico Provinces of Angola: Main Results of the Baseline Survey*. UNICEF and Ministry of Health of Angola, Luanda, Angola

Hayford, Sarah R., and V. Agadjanian. 2008. *Nutrition Survey of Angola, 2007: Final Report*. UNICEF-Ministry of Health of Angola. Luanda, Angola

Agadjanian, V. 2006. Religious organizations and HIV prevention in Mozambique. *Exchange on HIV/AIDS, Sexuality and Gender* 2: 14-15.

Agadjanian, V., Gennady Kumskov, and Lesia Nedoluzhko. 2006. *Marriage, Fertility, and Migration in Kyrgyzstan*. United Nations Fund for Population Activities: Bishkek, Kyrgyzstan (in Russian)

Agadjanian, V., and Ndola Prata. 2004. Trends in Angola's fertility. In *Prospects for Fertility Decline in High Fertility Countries*, The United Nations Population Bulletin, Special Issue, No. 46-47.

John Peabody, Agadjanian, V., Grace Carter, and Joyce Mann. 1995. *Advancing Health Care Reform in Ecuador: Analysis of Current Options*. RAND Series, Santa Monica, CA.

Agadjanian, V. 1989. Articles on peoples of Angola and Mozambique. In *Peoples of the World*. Encyclopedia: Moscow. (in Russian).

Agadjanian, V. 1986. "Ethnosocial processes in an Angolan town." *Sovetskaya Etnografija*, 1 (January): 109-115. (in Russian).

Selected work under review

Chae, Sophia, Sarah R. Hayford, and V. Agadjanian "Father's Labor Migration and Leaving the Parental Home in Rural Mozambique"

Agadjanian, V. "Women's religious authority in sub-Saharan Africa: Dialectics of empowerment and dependency"

Yabiku, Scott T., and V. Agadjanian. "Father's labor migration and children's school discontinuation in rural Mozambique"

Urbaeva, Zhyldyz, and V. Agadjanian. "Interethnic relations in Kyrgyzstan in the aftermath of ethnic violence"

Yoo, Sam Hyun, V. Agadjanian, and Sarah R. Hayford. "Does son preference persist in the context of very low fertility? Trends in fertility intentions in South Korea"

Selected recent presentations (last five years)

Agadjanian, V., and Sarah R. Hayford. 2014. "Postpartum contraceptive use in rural Mozambique: Individual, household, and institutional determinants" Presented at the International Population

Conference of the International Union for the Scientific Study of Population (IUSSP) Seminar on Promoting Postpartum and Post-abortion Family Planning. Cochin, India, November 11-13
Agadjanian, V. 2014. "Women's religious leadership in a sub-Saharan setting: Office, charisma, and agency" Presented at the American Sociological Association Annual Meeting, San Francisco, California, August 16-19

Agadjanian, V., and Natalya Zotova. 2014. "Sexual risks of Central Asian migrant women in the context of the Russian HIV epidemic." Presented at the Population Association of America Annual Meeting, Boston, Massachusetts, May 1-3 (poster session winner).

Nedoluzhko, Lesia, and V. Agadjanian. 2014. "Between tradition and modernity: Marriage dynamics in Central Asia." Presented at the Population Association of America Annual Meeting, Boston, Massachusetts, May 1-3.

Gorina, Evgenia, and V. Agadjanian. 2014. "Migrant women's economic success in Russia: Objective reality and subjective assessment." Presented at the Population Association of America Annual Meeting, Boston, Massachusetts, May 1-3.

Sarah R. Hayford, and V. Agadjanian. 2014. "Longitudinal dynamics of contraceptive use in rural Mozambique: The role of life course changes and fertility intentions." Presented at the Population Association of America Annual Meeting, Boston, Massachusetts, May 1-3.

Yoo, Sam Hyun, V. Agadjanian, and Sarah R. Hayford. 2014. "Does son preference persist in the context of very low fertility? Trends in fertility intentions in South Korea" Presented at the Population Association of America Annual Meeting, Boston, Massachusetts, May 1-3.

Chae, Sophia, Sarah R. Hayford, and V. Agadjanian. 2014. "Father's labor migration and leaving the parental home in rural Mozambique." Presented at the Population Association of America Annual Meeting, Boston, Massachusetts, May 1-3.

Agadjanian, V. and Evgenia Gorina. 2014. "Income, wage fairness perceptions, and job satisfaction among migrant women in Russia." Presented at the 15th International Conference on Economic and Social Development, the National Research University – Higher School of Economics. Moscow, Russia, April 1-4.

Agadjanian, V., Sarah Hayford, Luciana Luz, and Jing Yao. 2013. "Bridging the client and provider perspectives: family planning access and utilization in rural Mozambique" Presented at the International Family Planning Conference, Addis Ababa, Ethiopia, November 12-15

Sevoyan, Arusyak, and V. Agadjanian. 2013. "Contraception and abortion in a low fertility setting: The role of seasonal migration." Presented at the International Family Planning Conference, Addis Ababa, Ethiopia, November 12-15

Nedoluzhko, Lesia, and V. Agadjanian. 2013. "Arranged and forced marriages in Kyrgyzstan: Persistence or change?" Presented at the 27th International Population Conference of the International Union for the Scientific Study of Population (IUSSP), Busan, Korea, August 26-31

Hayford, Sarah, and V. Agadjanian. 2013. "Stability in intentions to stop childbearing: Evidence from rural Mozambique" Presented at the 27th International Population Conference of the International Union for the Scientific Study of Population (IUSSP), Busan, Korea, August 26-31

Agadjanian, V., Jing Yao, and Sarah R. Hayford. 2013. "Spatial, social, and institutional determinants of delivery place in rural Mozambique" Presented at the Population Association of America Annual Meeting, New Orleans, Louisiana, April 11-13

Agadjanian, V., and Evgenia Gorina. 2013. "Economic swings, political instability and ethnic-specific migration in Kyrgyzstan" Presented at the Population Association of America Annual Meeting, New Orleans, Louisiana, April 11-13

Hayford, Sarah R., and V. Agadjanian. 2013. "How much is enough? A Longitudinal analysis of intentions to stop childbearing in rural Mozambique" Presented at the Population Association of America Annual Meeting, New Orleans, Louisiana, April 11-13

Yabiku, Scott T., and V. Agadjanian. 2013. "Father's labor migration and children's school discontinuation in rural Mozambique" Presented at the Population Association of America Annual Meeting, New Orleans, Louisiana, April 11-13

Luz, Luciana, and V. Agadjanian. 2013. "Mothers' perceived HIV status and children's schooling in rural Mozambique: The role of self-rated health" Presented at the Population Association of America Annual Meeting, New Orleans, Louisiana, April 11-13

Agadjanian, V. 2012. "Joining, switching, and quitting: Denominational differences and socioeconomic correlates in a sub-Saharan setting" Presented at the Society for the Scientific Study of Religion and the Religious Research Association Annual Meeting, Phoenix, Arizona, November 9-11

Agadjanian, V. and Evgenia Gorina. 2012. "Economic incorporation, civic inclusion, and social ties: Plans to return home among Central Asian female migrants in Moscow, Russia" Presented at the American Sociological Association Annual Meeting, Denver, Colorado, August 17-20

Menjívar, Cecilia, Natalya Zotova, and Victor Agadjanian. 2012. "The plurality of the legal context of reception: The case of Central Asian immigrant women in Russia" Presented at the American Sociological Association Annual Meeting, Denver, Colorado, August 17-20

Agadjanian, V. 2012. "Forced migration, fertility, and reproductive health" Presented at the International Union for the Scientific Study of Population Seminar on Demographic Perspectives on Forced Migration and Refugees, Tehran, Iran, May 14-16 (invited)

Agadjanian, V., and Natalya Zotova. 2012. "Sampling and surveying hard-to-reach populations: A Study of female labor migrants in Moscow, Russia" Presented at the Population Association of America Annual Meeting, San Francisco, California, May 3-5

Agadjanian, V., and Premchand Dommaraju, and Lesia Nedoluzhko. 2012. "Economic fortunes, ethnic divides, and marriage and fertility in Central Asia: Kazakhstan and Kyrgyzstan compared."

Presented at the Population Association of America Annual Meeting, San Francisco, California, May 3-5.

Hayford, Sarah R., and V. Agadjanian. 2012. "Reasons for limiting childbearing and fertility outcomes in rural Mozambique." Presented at the Population Association of America Annual Meeting, San Francisco, California, May 3-5.

Luz, Luciana, and V. Agadjanian. 2012. "Women's decision-making autonomy and children's schooling in rural southern Mozambique" Presented at the Population Association of America Annual Meeting, San Francisco, California, May 3-5

Yabiku, Scott T., and V. Agadjanian. 2012. "Individual and contextual dimensions of religion and women's autonomy in Mozambique" Presented at the Population Association of America Annual Meeting, San Francisco, California, May 3-5

Sevoyan, Arusyak, and V. Agadjanian. 2012. Men's labor migration, spousal communication, and women's use of STD treatment services in rural Armenia. Presented at the Population Association of America Annual Meeting, San Francisco, California, May 3-5

Hayford, Sarah R., and V. Agadjanian. 2011. "Effects of reasons for limiting fertility on contraceptive use in rural southern Mozambique." Presented at the 6th African Population Conference, Ouagadougou, Burkina Faso. December 5-9.

Agadjanian, V., and Sarah Hayford. 2011. "Institutional and sociocultural constraints on family planning services for HIV-positive women in Mozambique" Presented at the International Conference on Family Planning, Dakar, Sénégal, November 29-December 2.

Agadjanian, V., and Cecilia Menjívar. 2011. "War after peace: Enduring social effects of protracted conflicts in Southern Africa and Central America" Presented at the American Sociological Association Annual Meeting, Las Vegas, Nevada, August 20-23.

Agadjanian, V., and Sarah R. Hayford. 2011. "Male labor migration, female autonomy, and marital stability in rural Mozambique" Presented at the American Sociological Association Annual Meeting, Las Vegas, Nevada, August 20-23.

Agadjanian, V., and Cecilia Menjívar. 2011. "Fighting down the scourge, building up the church: Organizational constraints in religious involvement with HIV/AIDS in Mozambique" 5th South African AIDS Conference, Durban, South Africa, June 7-10.

Agadjanian, V. 2011. "Demographic processes as a mirror of political and socioeconomic changes in the post-Soviet space. Presented at the plenary session of the International Conference "Post-Soviet Models of Social Transformations: The Experience of Twenty Years", Karaganda State University, Karaganda, Kazakhstan, April 15-16

Agadjanian, V., and Natalya Zotova. 2011. "Exploring sexual risks of Central Asian female migrants in Moscow" Presented at the 12th International Conference on Economic and Social Development, Higher School of Economics, Moscow, Russia, April 5-7

Agadjanian, V., Premchand Dommaraju, and Lesia Nedoluzhko. 2011. "Diverging economic fortunes and fertility dynamics in Central Asia: Kazakhstan and Kyrgyzstan compared" Presented at the 12th International Conference on Economic and Social Development, Higher School of Economics, Moscow, Russia, April 5-7

Agadjanian, V. 2011. "Religion and contraception in Mozambique: A multidimensional analysis" Presented at the Population Association of America Annual Meeting, Washington, DC, March 31-April 2

Agadjanian, V. 2011. Invited panelist. Conference "New Eurasia: Policy Challenges 20 Years Later" University of North Carolina, Chapel Hill, NC, 25-26 March

Sarah R. Hayford, V. Agadjanian, and *Luciana Luz. 2011. "Perceived HIV status and fertility intentions: Evidence from rural Mozambique" Presented at the Population Association of America Annual Meeting, Washington, DC, March 31-April 2

Boaventura Cau and V. Agadjanian. 2011. "Individual religious affiliation, religious community context, and reproductive health care in Mozambique" Presented at the Population Association of America Annual Meeting, Washington, DC, March 31-April 2

Yabiku, Scott, V. Agadjanian, and *Boaventura Cau. 2011. "Labor migration and child mortality in Mozambique" Presented at the Population Association of America Annual Meeting, Washington, DC, March 31-April 2

*Sevoyan, Arusyak, and V. Agadjanian. 2010. "Abortion and contraception in a low-fertility setting: The role of seasonal labor migration" Presented at the European Population Conference, Vienna, Austria, September 1-4

Agadjanian, V. and Cecilia Menjivar. 2010. "Barriers to religious organizations' involvement in HIV/AIDS-related activities in Mozambique" Presented at the 18th International AIDS Conference, Vienna, Austria, July 18-23

Avogo, Winfred and V. Agadjanian. 2010. "Men's labor migration and women's informal communication on HIV/AIDS in Mozambique" Presented at the Population Association of America Annual Meeting, Dallas, Texas, April 15-17

*Cau, Boaventura, *Arusyak Sevoyan, and V. Agadjanian. 2010. "Religion, child mortality and health in Mozambique" Presented at the Population Association of America Annual Meeting, Dallas, Texas, April 15-17

Hayford, Sarah R., and V. Agadjanian. 2010. "From intentions to behavior: How does HIV awareness influence fertility?" Presented at the Population Association of America Annual Meeting, Dallas, Texas, April 15-17

Agadjanian, V., and Scott T. Yabiku. 2009. "Migração laboral e transformação da família no sul de Moçambique" ("Labor migration and transformation of the family in Mozambique's south"). 10th Luso-Afro-Brazilian Congress of Social Sciences, Braga, Portugal, February 4-7

External grants***Research grants and fellowships***

“Behavioral and institutional barriers to HIV prevention among migrant women in Russia.” Joint Grant from NIH/NICHD and the Russian Foundation for Basic Research. Grant #R21HD078201. Role: US Principal Investigator. 2014-16

“International labor migration and its consequences for socioeconomic development and political stability in Uzbekistan.” IREX (International Research & Exchange Board) Short-Term Travel Grant. 2013-14

“Labor migration and HIV risks and prevention in Armenia” The Global Fund to Fight AIDS, TB, and Malaria (funded through a grant from Mission East-Armenia to the Caucasus Research Resource Center, Armenia). Role: Principal Investigator. 2012-13.

“Advancing gender equality and women’s empowerment in Armenia” Higher Education for Development (HED)-USAID. Grant #HED003-9722-ARM-12-01. Role: Principal Investigator. 2012-15.

“Multilevel analysis of the determinants and regional variations of HIV infection in Mozambique: Evidence from the National Prevalence Survey and considerations for future research” The Luso-American Foundation Fellowship for collaborative work with the Instituto de Higiene e Medicina Tropical – Universidade Nova de Lisboa. Role: Fellow. 2012 (declined)

“Sexual and reproductive risks of Central Asian female migrants in the context of the HIV epidemic” NIH/NICHD, Administrative supplement to Grant #R01 HD058365. Role: Principal Investigator. 2012-13.

“Multilevel Analysis of the Determinants and Regional Variations of HIV Infection in Mozambique.” Luso-American Foundation Collaborative Response Award on HIV/AIDS, Project #109-16/07. Role: co-Investigator (Principal Investigator: Maria R.O. Martins). 2012.

“Global Recession, Local Instability, and Migration in Kyrgyzstan.” National Council for Eurasian and East European Research (NCEEER). Role: Principal Investigator. 2011-13.

“Spatial and Social Determinants of Contraceptive Use in a Setting of High HIV Prevalence and Massive ART Rollout.” NIH/NICHD, Competitive revision, R01HD058365-03S1. Role: Principal Investigator. 2010-11

“Childbearing Dynamics in a Setting of High HIV Prevalence and Massive ART Rollout” NIH/NICHD R01 HD058365. Role: Principal Investigator. 2008-14.

“Young Adults’ Strategies for Navigating Reproduction in an AIDS Epidemic” NIH/NICHD R01 HD058366. 2008-2013. Role: Co-Investigator, (Principal Investigator: J. Trinitapoli). 2008-9

“Religious Organizations and HIV/AIDS Prevention and Care” NIH/NICHD, R01 HD050175. Role: Principal Investigator. 2006-2011

“Men’s Migration and Women’s HIV/AIDS Risks” NIH/NICHD, R21HD048257. Role: Principal Investigator. 2006-8.

“Public Policy Partnership on Workforce Development Issues, Arizona State University and Moscow State University, Russia.” USAID. Role: Co-Director. 2005-2008.

“Adjusting to Adversity: Marriage, Childbearing, and Migration in Kyrgyzstan.” National Council for Eurasian and East European Research (NCEEER). Role: Principal Investigator. 2005-6.

“War, Forced Migration, and HIV/AIDS Risks in Angola.” NIH/NICHD. R03 HD045129. Role: Principal Investigator. 2004-5.

“Ethnicity, Marriage, and Fertility in Kazakhstan.” NIH/NICHD. R03 HD044020. Role: Principal Investigator. 2004-5.

“Organized Religion and HIV/AIDS in Mozambique.” NIH/NICHD. R03 HD043675-01S1 (Supplement to Grant R03 HD043675). Role: Principal Investigator. 2004.

“Organized Religion and HIV/AIDS in Mozambique.” NIH/NICHD R03 HD043675. Role: Principal Investigator. 2003-5

“Understanding the Dynamics of Abortion and Contraception in Armenia and Kazakhstan” International Research and Exchange Board (IREX) Short Travel Grant. 2002

Teaching and training grants

“Refashioning the Social Sciences and Practitioner Training in Public Administration: International Collaboration between Arizona State University and Yerevan State University (Armenia). US Department of State. Role: Co-Director. 2003-2006.

Internal grants

“Social Vulnerability and Sexual Risks of Migrant Women in Russia” Arizona State University, T. Denny Sanford School of Social and Family Dynamics, Seed Grant Program, 2010-11

“Migration, Social Capital, Reproductive Outcomes in Armenia” Arizona State University, Institute for Social Science Research, Catalyst Grant Program, 2004-5

Arizona State University Asian Studies A.T. Steele Travel Grant, 2001 (Travel to Kazakhstan)

“Social Interaction and Fertility Change in Mozambique” Arizona State University Women’s Studies Program Summer Research Grant, Summer 1999

“Social Interaction and Fertility Change in Mozambique” Faculty Grant-In-Aid Program Grant, Arizona State University. 1998

Research and Travel Grants, College of Liberal Arts and Sciences, Arizona State University. 1997-9

Other awards, honors, and scholarships

Poster session winner, Population Association of America annual meetings, 2001, 2005, 2008

The Population Council, Dissertation fellowship (extension). 3/94-8/94

The Population Council, Dissertation fellowship. 9/92-9/93

OPTIONS Fellows Program at the Population Reference Bureau. 6/92-4/93

Armenian Professional Society, Scholarships. 1991-92

Phi Beta Kappa Alumni Association of Southern California, Scholarship. 1991

The Graduate School, University of Southern California, Fellowship. 1989-90

American Sociological Association/International Research and Exchange Board Program for outstanding young Soviet social scientists. 1988-89

Moscow State University, Bachelor of Arts, Honors (= Summa Cum Laude) Diploma. 1985

Consulting and similar activities

2010 The Open Society Institute Network Scholarship Program, Doctoral Fellows Program. Main duties: Candidates interview and selection in Moldova.

2008-2009 "Pew Forum on Religion and Public Life" The Pew Research Center. Consultant. Main duties: Analysis of demographic characteristics and trends of Kazakhstan's Muslim population.

2007-2008 "Accelerated Child Survival and Development Project in Angola." United Nations Children's Fund. Consultant. Main duties: Project design, personnel training, data analysis, and report write-up

2008 "Nutrition Survey of Angola." United Nations Children's Fund. Consultant. Main duties: data analysis and report write-up.

2007 "Evaluating the Impact of U.S. Government Assistance on Job Creation and Workforce Development in Eastern Europe and Eurasia" (a project of the ASU Melikian Center funded by the USAID). Survey design and data analysis coordinator.

1994-1995 RAND, Department of Social Policy. Consultant

1991-1992 Census Data Analysis. Decision Science Research Associates, Inc. Consultant

- 1985-1987 Soviet medical mission and the Ministry of Health of Mozambique. Interpreter and assistant to mission head.
- 1983-1984 Soviet medical mission and the Ministry of Health of Angola. Interpreter and assistant to mission head.
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Teaching and mentoring

Undergraduate courses taught (all upper division):

- Urban sociology
- Research Methods
- Sociology of Poverty and Development
- Population
- Environmental Sociology
- Epidemics and Society

Graduate courses taught:

- Epidemics and Society
- Immigration
- World Population Issues

Completed PhD dissertation committees: Chair: 7; Member: 7

Completed M.A. theses committees: Chair: 3; Member: 5

ASU Center for Religion and Conflict, mentor for visiting scholar, Fall 2013

Advisor, Open Society Institute Higher Education Support Program, Central Asia Research and Training Initiative, 2009-2010

Open Society Institute Europe Foundation, Central Asia Research and Training Initiative, mentor, 2009-2011; 2012-2014

Professional service

The National Institutes of Health, Priorities for Behavioral and Social Research on HIV, Advisory Committee, Chair, 2012

The National Institutes of Health review panel on Social and Behavioral Consequences of HIV/AIDS, standing member, 2008-2012

The National Institutes of Health, various review panels, ad hoc reviewer, 2004-present

The Alan Guttmacher Institute, Institutional Review Board, Chair, 2009-present

The Alan Guttmacher Institute, Institutional Review Board, Member, 2005-2009

The Eurasia Foundation—Caucasus Research Resource Center, Armenia. Fellowship selection and review committee member, 2005-present

The Association of Population Centers, Secretary, 2011-present

The American Sociological Association, Section on Sociology of Population, Committee on Nominations, Chair, 2011-2012

The International Review and Exchange Board, Travel Grant Competition. Application Reviewer 2005

Editorial Board Member:

Sociological Perspectives, 2003-2007

Population Research and Policy Review, 2012-present

Promotion and tenure review: Brown University; University of California at Berkeley; University of Maryland at College Park; Florida International University; Texas Tech University; the Hebrew University of Jerusalem

Journal reviewer: Demography; American Sociological Review; Population and Development Review; Population Studies; Journal of Marriage and Family; Sociological Inquiry; Gender and Society; Journal of Comparative Family Studies; Journal of Developing Societies; Social Science & Medicine; Social Forces; Social Problems; Sociological Forum; Studies in Family Planning; Medical Anthropology Quarterly; Culture, Health, and Sexuality; Problems of Post-Communism; African Journal of Reproductive Health; European Population Journal; etc.

Organizer/chair: Regular Sessions at the American Sociological Association, the Population Association of America, and the African Studies Association annual meetings.

Community service

Interviews with media; public lectures, etc.

Professional affiliations

American Sociological Association

Population Association of America

International Union for the Scientific Study of Population

African Studies Association

Union for African Population Studies

Society for the Scientific Study of Religion

Languages

Fluent: Russian, Armenian, Portuguese, English, French, Spanish

Conversant: Swahili, Tsonga (Mozambique), Uzbek

Basic: German, Italian

CURRICULUM VITAE

Denise Ann Bodman (Bustamante)

School of Social and Family Dynamics
Arizona State University
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office phone: (480) 965-8335
office fax: (480) 965-6779
e-mail: dbodman@asu.edu

EDUCATION

Ph.D., Arizona State University, Tempe, Arizona
Educational Psychology (Human Development/Statistics)
Dissertation: Adolescents' Perceptions of Parenting Behaviors in Mainland China and Affects on Academic Orientation
Dissertation Committee: Becky Ladd (Chair), Elsie Moore, Scott Christopher

M.S., Speech and Hearing Sciences, University of Arizona, Tucson, Arizona

B.S., Psychology, Arizona State University, Tempe, Arizona

EMPLOYMENT

Spring 2012 – Present	Principal Lecturer, School of Social and Family Dynamics, Arizona State University
Spring 2003 – Spring 2012	Senior Lecturer, School of Social and Family Dynamics, Arizona State University
Fall 2006 – Spring 2007	Visiting Assistant Professor, School of Family Life, Brigham Young University, Provo, Utah
Fall 1996 – Spring 2003	Lecturer and Advisor, Department of Family and Human Development Arizona State University
Spring 1990 – Fall 1996	Faculty Associate, Department of Family and Human Development Arizona State University

RESEARCH AND TEACHING INTERESTS

Current research interests include cross-cultural comparisons of parent-adolescent relationships and the development of power relationships in family; teaching activities emphasize culture and diversity, human development (lifespan), family relationships, language development, and parenting.

COURSES TAUGHT

Arizona State University

CDE 232 Human Development
CDE 430 Infant-Toddler Development in the Family (online and traditional)
CDE 498 Special Topic: Language Development*
CDE 498 Special Topic: Children and Violence*
CDE/FAS 498 Special Topic: Ethics in Family and Human Development*
CDE 498/598 Special Topic: Child Abuse: Prevention/Intervention*
CDE 498/598 Special Topic: Children and Family Violence*
CDE/FAS 498 Special Topic: Family Violence*
FAS 191 Family in Literature and Film (Freshman Seminar)
FAS 191 Understanding Family (Freshman Seminar)*
FAS 330 Personal Growth in Human Relationships
FAS 370 Family, Ethnic, and Cultural Diversity (online and traditional)
FAS 331 Marriage and Family Relationships
FAS 431 Parent-Adolescent Relationships (online and traditional)
FAS 436 Conceptual Frameworks in Family Studies
FAS 498 Special Topic: Parent-Child Relationships
PGS 340 Developmental Psychology
FAS 499 Independent Study (mentor various students working on individual projects; e.g., Dale Berg, developed presentation on child safety issues for St. Joseph's Hospital program with Pam Gosler, 2006; Paul Omerza developed training curriculum for youth workers at an outdoor behavioral healthcare center, 2006.
*I created these classes for SSFD

Brigham Young University (2006/2007 Visiting Professor)

MFHD 331 Infant Development in the Family
MFHD 333 Adolescent Development in Family and Society
MFHD 355 Language Development
MFHD 160 Introduction to Family Processes

CURRENT PROJECTS

Chair, SSFD Social Impact Initiative. Purpose is to raise awareness about an important issue facing the community, how to involve students in addressing this issue, and outreach to the community to link with the University. Our focus topic for 2012/2013 was child abuse; for 2013/2014 domestic and partner violence.

Create a Science and Society class (2014), Technology and the Family.

Family Ethics. Currently creating a website (<http://www.childandfamilyethics.org>); have applied and received ISSN for an online journal (Journal of Child and Family Ethics).

APPLIED EXPERIENCE

Museum Director. 1986 to 1991. Founded and directed the Children's Activity Museum of Metro Phoenix, a hands-on experience for young children. Planned, implemented, and

evaluated exhibits and special events. Handled business aspects of running a nonprofit venture and served on the Board of Directors.

Phoenix Police Reserve Officer. 1978 to 1986. Certified Police Officer by the Arizona Law Enforcement Officers Association Council (ALEOAC). Performed patrol, special assignment (undercover), public relations, and training functions on a volunteer basis.

Speech and Language Pathologist. 1976 to 1988.

Consultant. 1982 to 1988. Provided speech and language services to various public schools throughout Maricopa County. Also provided educational workshops, seminars, and multimedia presentations to civic groups, service organizations, parent groups, schools, and the Arizona Department of Economic Security. Topics included speech/language/hearing development, language stimulation, parenting skills, communication, infant massage, and self-esteem.

Founder/Director. 1978 to 1982. Community Speech and Language Center, Tempe, Arizona. Full service speech and language clinic providing services in the clinic as well as to hospitals, extended care facilities, group homes, and other patient care/educational settings throughout Arizona. Served variety of clients from toddlerhood to older adulthood with speech/language disorders related to brain damage, mental retardation, autism, stroke, and learning disorders.

Speech and Language Pathologist. 1976 to 1978. Community Speech and Hearing Center, Encino, California. Provided speech and language services to clients of all age groups; developed satellite clinic in Ventura, California.

Biofeedback Therapist. 1978 to 1979. St. Joseph's Mental Health Center; worked under Dr. John J. McBride in rehabilitation of psychiatric and pain patients.

PUBLICATIONS

Book Review

Bodman, D.A. (Fall 2012). Review of the book *How Eskimos Keep Their Babies Warm and Other Adventures in Parenting* by Mei-Ling Hopgood. *American Journal of Play*, 5, 122-124. [<http://www.journalofplay.org/sites/www.journalofplay.org/files/pdf-articles/5-1-book-review-2.pdf>]

Books

Published:

Bodman, D.A. (2009). Instructor Guide/Test Bank for Alan Fogel's *Infancy: Infant, Family, and Society*. Cornwall on Hudson, NY: Sloan Publishing.

Bodman, D. A. (2005) Grade Aid for Martin and Fabes, *Discovering Child Development*. Boston: Allyn and Bacon.

Bodman, D. A. (2000; 2002). Study Guide for Fabes and Martin *Exploring Child Development*. Boston: Allyn and Bacon.

In preparation: *Ethics in Family and Relationships***Encyclopedia Entries**

Bodman, D. A. (in press). Death and Family in the *Encyclopedia of Family Studies*. Hoboken, NJ: Wiley and Sons.

Van Vleet, B. L. & Bodman, D. A. (in press). Authoritarian Parenting in the *Encyclopedia of Family Studies*. Hoboken, NJ: Wiley and Sons.

Van Vleet, B. L. & Bodman, D. A. (in press). Divorce Statistics in the *Encyclopedia of Family Studies*. Hoboken, NJ: Wiley and Sons.

Whitely, M., Terrell, N., & Bodman, D.A. (in press). Familicide in the *Encyclopedia of Family Studies*. Hoboken, NJ: Wiley and Sons.

Refereed Articles**Published:**

Kerr, N. & Bodman, D. A. (1994). Disability research methods: An argument for the use of Galileian modes of thought in disability research. Dunn, D. S. (Ed). Psychosocial perspectives on disability (Special issue). *Journal of Social Behavior and Personality*, 9 (5), 99-22.

Eisenberg, N., Fabes, R. A., Bustamante, D., Mathy, R. M., Miller, P. A., & Lindholm E. (1988). Differentiation of vicariously induced emotional reaction in children. *Developmental Psychology*, 24, 237-246.

Eisenberg, N., Schaller, M., Fabes, R. A., Bustamante, D., Mathy, R. M., Shell, R., & Rhodes, K. (1988). Differentiation of Personal distress and sympathy in children and adults. *Developmental Psychology*, 24 (6), 766-775.

Bustamante, D. A. (1986). The Person with a Physical Disability and the Criminal Justice System. Final Report, NIHR. (Available from the National Rehabilitation Information Center (NARIC), 4407 Eighth Street, NE, Washington, DC 20017).

Chapters in Books**Published:**

Peterson, G. W., Bodman, D. A., Bush, K. R., & Madden-Dierdich, D. (2000). Gender and parent-child relationships. In D. H. Demo, K. R. Allen, & M. A. Fine (Eds.), *Handbook of Family Diversity*. London: Oxford University Press.

Peterson, G. W., Bush, K. R., Supple, A J., Day, R. D., & Bodman, D. A. (1997). Maternal and paternal predictors of Chinese adolescents' conformity to parents' expectations. Paper presented at NCFR Conference, Washington, D.C., November, 1997.

Bodman, D. A. & Peterson, G. W. (1995). Parenting Processes. In R. D. Day, K. R. Gilbert, B. H. Settles, & W. R. Burr (Eds.), *Research and Theory in Family Science*. Boston: Brooks/Cole Publishing Co.

Eisenberg, N., Fabes, R. A., Bodman, D. A. & Mathy, R. M. (1987). Psychological Indices of Empathy. In N. Eisenberg and J. Strayer (Eds.), *Empathy and Its Development*. New York: Cambridge University Press.

FELLOWSHIP AND AWARDS

External

Mary Switzer Fellow. 1985 to 1986. Merit Fellowship (one of six fellowships given nationwide to researchers). Studied persons with disability and the criminal justice system. Duties: Project Director; data gathering; data analysis; research report writing; oral presentation. Approximately \$40,000.

Internal

Lincoln Teaching Fellow and Member of the Lincoln Center for Applied Ethics Affiliate Council. 2001 to 2006. Developed a class designed to introduce ethics into the curriculum; attended various functions sponsored by the Lincoln Center each semester; one time cash award

ASU Neighborhood Seed Grant - School Resource Officer Training and Support Program. 1999 to 2000. Developed training program for use by School Resource Officers with the City of Phoenix. \$7598.40

PRESENTATIONS

Invited Talks and Conference Presentations

Retirement in the United States. Sichuan University, Chengdu, Sichuan, China. March 13, 2013. Through the SCU/ASU joint research project.

Death and Culture. Sichuan University, Chengdu, Sichuan, China. March 14, 2013. Through the SCU/ASU joint research project.

Guide to Academic Success, Freshmen Orientation. ASU. Invitation from the Provost. May 19, 22, 26, 27, 28, 2010.

What to Expect When You're Expecting...Teens (January 2009). ASU President's Community Enrichment Program. Kerr Center, ASU Foundation (Contact: Sally L. Moore).

Family Night Presenter- Crockett Elementary School, Balsz School District, Phoenix, Arizona. Preparing Your Child for College. Followed up by conducting a tour of ASU campus the following week; Crockett School has primarily high risk children from Mexico and Somalia. (May 2009)

School Safety and Prevention Summer Conference; Arizona Department of Education (June 2, 2006). Workshop presenter. (Contact: Denise Muller)

Parent Academy Presenter (April 26, 2006). Magnet Traditional School (Phoenix Elementary School District). Sponsored through Injury Free Coalition for Kids, St. Joseph's Hospital. (Contact: Nancy Hammond and Pam Gosler)

Teenagers - "What are They Thinking?" The Teen Brain & Parenting (November 15, 2005) – Arcadia High School Parent Council Sponsored by Partners for Prevention. (Contact: Nancy Whalen) (Contact: Nancy Whalen)

Journeying with Your Adolescent: Understanding Brain Development in Order to Parent Better (April 12, 2005). Sponsored by Partners for Prevention for the Parent Teacher Organization at Arcadia High School.

Music Education and the Child Brain (March 23, 2005) – Phoenix Arts Commission (Contact: Mandy Tripoli)

The Teen Brain (Fall 2003, 2004) – AZ Healthy Families; AZ Center Against Adolescent Pregnancy

Preparing for College – Chandler High School (Parents and teens); Sunland Elementary School (Parents and specially identified high performing middle school students, 2003)

Effective Parenting – Salvation Army, Phoenix (2003)

Budgeting and Marriage – LDS Institute of Religion, Tempe

Keynote addresses

The Teen Brain (Fall 2005) – Keynote Speaker, AZ Center Against Adolescent Pregnancy Conference, Scottsdale

SERVICE

Professional Service

- Reviewer - articles/proposals for *Family Relations* (2005 to present), *The British Journal of Sociology* (May 2009), *The Shaping of Violence: Children's Perspectives of Urban Violence* (proposal; 2006)- Routledge the publishers on behalf of the Allied Health and Social Care Editor, Grace McInnes (UK); *Journal of Marriage and the Family* (2002, 2003, 2004), *Journal of Social Philosophy* (2003), *Journal of Early Adolescence* (1998), and NCFR conference participation (1995-1997)
- Team Member, Barrow's Neurological Institute Traumatic Brain Injury Research Group (started December, 2005; purpose was to obtain funding for research in this area). Other team members include: Shawn Gale, PhD, neuroscientist; George Prigatano, PhD, neuroscientist; Nicholas Theodore, MD, neurosurgeon; Christina Kwasnica, MD, psychiatrist/rehab medicine;

Craig Enders, PhD, statistician, and Pam Gosler, PhD, Prevention/Outcomes Researcher for BNI. Group has dissolved.

- Liaison for various community organizations to assist in finding students to employ (e.g., Phoenix Children's Hospital-Stephanie Krug, Maricopa County Extension-Ruth Carter)
- Judge, Scottsdale Boys and Girls Club, "Teen of the Year," January 2000
- Guest Lecturer, local public elementary and high schools, ASU Service Learning Program, various organizations (topics: The Adolescent Brain, Success in College, Parenting, Marriage Enhancement), including Crockett Elementary School (2009), Sunland School, the Salvation Army, ACAPP, Phoenix Commission on the Arts, Scottsdale School District, and Arizona Health Coalition.
- Contact person for University outreach for media; quoted/featured in several newspaper articles (including Arizona Kids (February 2006 and others); East Valley Tribune 4/18/2005; 2/17/2004); Arizona Republic (2009, 2010, 2011)

University Service

- Parliamentarian, Academic Senate (August 2014 to May 2015).
- Member, First Year Forward Committee (under Paul LaPore), for freshmen retention (20-14-2015).
- Member, Support for Teaching Working Group (under Patrick Kenney), (2014-2015)
- Member, University Ad Hoc Committee on Resources and Protocol for Domestic Violence and Intimate Partner Abuse (October 2013 to May 2014)
- ASU Medical Reserve Corps (Spring 2011 to 2013); headed by Dr. Allen Markus, Director, Student Health Services
- Senator, University Senate (2005/2006; 2007/2008; 2009/2010; 2010/2011; 2011/2012); elected to Committee on Committees (Spring 2006 for 06/07 academic year; continued 07/08); submitted program for better addressing academic dishonesty; nominated Secretary of Senate for 2011-2013.
- Obama Scholar Mentor (2009/2010/2011/2012)
- Member, Non Tenure Track Task Force (2010-2012)
- Member, Search Committee, Director of ASU's Veterans Center (chaired by Lou Ann Denney, Registrar)
- Member, Online Education Taskforce (Spring 2009 to Present). Invited by Senate President and Chair of the Academic Council, Phil Vandermeer.

With other faculty and academic professionals reviewed the status of online learning, discussed its application at ASU, and submitted a report of recommendations. Met Spring, Summer, and Fall 2009.

- Freshman Retention Task Force (07/08; 08/09). Selected by Provost as team member on task force designed to find ways to improve freshman retention at ASU. Task force chaired by Delia Saenz, Vice Provost, Undergraduate Education. Findings released January 2009.
- Presenter/Participant. University Symposium on Online Learning. (May 2008). Topic: Using Breeze/Adobe Presenter. Participants created a “Best Practices for Online Learning” document. (Contact: Jill Schiffelbein)
- Spotlited in article on online education; ASU Magazine Winter 2008
- Recruitment, Office of Admissions (Fall 2007; Spring 2008). Selected to attend Fall Preview for prospective freshman (Sacramento and Agoura Hills, California) and Spring new admission welcome (Seattle, WA and Agoura Hills, CA), as a faculty representative. Also selected by admissions office to work with media on student retention.
- Selected by Vice President Linda Grover to meet with Stein Communications for interview related to development of new marketing materials for ASU; chosen to be photographed and quoted for new brochure. (2008)
- Mentored students for BIS semester projects (Lesly Radke, Summer 2008; Paul Berg, Spring 2009); Ms. Radke studied and wrote on the influence of fathers on daughters, and Mr. Berg studied societal perception of homeless individuals and created a documentary.
- Faculty Advisor (2009/2010). The Fashionistas Club; Eman Mabrouk, President and Founder.
- Faculty Advisor (Spring 2008). Breast Cancer Support Club; Christine Solis, founder.
- Faculty Advisor (2001-2004). Foundation for Community Services.
- Honors Disciplinary Faculty. Numerous thesis committees (including thesis director; also 2nd/3rd reader); every semester work with several Footnote 18 students
- Presenter, Freshman Orientation (Spring, Summer 2005; Spring, Summer 2009; Spring/Summer 2010). Gave several presentations to freshmen and their parents on academic success. These presentations were typically to groups of over 500 people and were designed to be motivational, as well as instructional. Also, served as guest lecturer in a freshman seminar class (Kate Lehman), designed to introduce students to programs on campus.
- Affiliated Faculty, The Center for the Study of Religion and Conflict (2005 to present).

- Filmed television/online promos. September 2004 – Television promo to encourage students to take an online class; aired repeatedly on ASU cable station. July 2006 – Interview filmed to encourage faculty to consider teaching distance learning classes; may be viewed at <http://asuonline.asu.edu/facultysupport/streaminggallery.cfm>
- Faculty Ambassador (2001 to present; presented at Marcos de Niza High School Career Day, November, 2004)
- Lincoln Teaching Fellow and Member of the Lincoln Center for Applied Ethics Affiliate Council (2001 to 2006)
- Faculty Advisor, Alpha Chi Omega sorority (with highest academic standing; 2002-2008)
- Faculty Advisor, Foundation for Community Services (student service organization; 2001-2004)
- Founding Member ASU Service Learning Program Advisory Board (2000 to 2004)
- Member, Search Committee for Program Coordinator, Disabled Student Resources (Fall 1999); Search Committee for Project Coordinator, PIRC, La Familia (2004)
- Member, Transfer Articulation/Course Equivalency Committee for articulating course work between ASU and Arizona Community Colleges (1996 to 2004)
- Student Advisor (1996 to 2002) Advised students regarding class choices, transfer credits, and requirements for graduation. Designed and implemented peer mentoring program to assist undergraduate students; worked with ASU Honors Program, articulating FRHD with the Honors program; participated in writing/ participation activities designed to increase student enrollment; initiated, designed, and implemented FRHD Career Workshop for graduating seniors

College Service

- Senator, CLAS Senate (2005/2006; 2008/2009); Presiding Officer Elect (2010/2011); Presiding Officer (2011/2012)
- Panel member for “Family Weekend” debate. Topic – Genetic Engineering is Necessary to Make Us a Better Society (October 24, 2008). Invited by Barbara Colby.

School Service

- Chair, The Sanford School Social Impact Initiative: Child Abuse (2012/2013)

- Chair, Search Committee for SSFD Instructor Position (2009/2010)
- Member, Ad Hoc Committee for Lecturer Promotion Guidelines (2010/2011)
- Member, Ad Hoc Graders Committee (2010)
- Partnered with Bethany Van Vleet to lead SSFD's participation in the Dean's Thanksgiving Basket program for charitable giving (Fall 2009; 2010)
- Personnel Committee (2001 to 2006, 2007/2008, 2008/2009, 2009/2010)
- Committee member, Masters Thesis, Reynaldo Dimas (Chaired by Jose Cobas) (Spring 2008; expected completion date Summer 2008)
- Ad hoc Committee Chair, Teacher Evaluation form (Fall 2007).
- Member, Online Teaching Committee (2006 to present)
- Together with academic advisor suggested a program to assist students on Academic Probation and submitted to the Undergraduate Committee (November 2006); program was approved and will begin Spring 2007 on a pilot basis
- Department Representative, United Way Campaign (1997 to 2005)
- Faculty Representative to Academic and CLAS Senates; oversaw evaluation of chair (2005/2006)
- Affirmative Action Representative (2002 to 2005)
- Curriculum committee/Undergraduate Committee (1996 to 2001) (past chair)
- Chair, Community Service Award Committee (1998-1999-2000)
- Member, Support Committee (1997 to 2002) Headed United Way Campaign; initiated/implemented annual "Adopt-A-Family" program for charitable giving; Member, Search Committee for Advisor

MISCELLANEOUS PROFESSIONAL TRAINING/EXPERIENCE

Ongoing Education Seminars:

- *Teaching Secrets that Make Students Say, "Wow!"*, Cengage Learning Webinar, August 26, 2014
- *Stereotype Threat Threat and Microaggressions in College Classrooms*, Macmillan Higher Education webinar, February 10, 2014
- *From Icebreakers to Topic Starters: Driving Engagement from the Get-go*. Cengage Learning Webinar, August 6, 2013.
- *Respondus Monitor Training* through Respondus; August 8, 2013.
- Cengage Webinar – *Making Horses Thirsty: Increasing Motivation to Learn*. Cengage Learning Webinar, August 13, 2013.
- *Generation Me in the Classroom: Teaching Today's Young Adults*. McMillan Higher Ed Webinar, November 5, 2013.

National Council on Family Relations 2009 Conference participant. Conference Topic – Multicultural Families. San Francisco, California. (November 2009).

Arizona State University

Faculty Training Seminars

- LearningStudio Platform (2010/2011)
- E-Learning – Academic Honesty Workshop (3/21/2008)
- Large Lecture Series Workshops (Spring 2006)
- Macromedia Breeze (for online teaching) (Summer 2005)
- Effective Online Teaching (2003)
- Cooperative Learning Workshops (1999)
- Effective Teaching Workshop (1995)

Faculty Seminar – 7 weeks (Fall 2006)

Brigham Young University

Community Emergency Response Team Training (Fall 2006)

Federal Emergency Management Agency

State of Utah

Department of Public Safety

Division of Homeland Security/Office of Emergency Services

Phoenix Police Regional Training Academy

Phoenix, Arizona

Graduated; ALEOAC Certified Peace Officer

September 1978 to February 1979

Faculty - Instructor Training (1995-1997)

Defensive Driving Program - Arizona Supreme Court

Phoenix, Arizona

Certified Instructor (1995-1996)

Arizona Defensive Driving School

Phoenix, Arizona

Certified CPR Instructor (1984)

American Heart Association
Tempe, Arizona

Certified Red Cross Instructor (1983)
Arizona Central Chapter

Certified Infant Massage Instructor (1982)
Boulder School of Massage Therapy
Boulder, Colorado

Learning Disabilities and Adolescent Language Problems/Education (1982)
St. Luke's Hospital
Phoenix, Arizona

Speech and Language Assessment and Treatment of Handicapped Infants and Preschool
Children (1981)
John F. Kennedy Child Development Center
Phoenix, Arizona

Adolescent Language Assessment and Remediation (1980)
Elizabeth Prather, PhD
St. Luke's Hospital
Phoenix, Arizona

Time Management Seminar (1980)
Arizona State University
Tempe, Arizona

"Burnout" for Health Care Professionals (1980)
Arizona State University Seminar for Professionals
Tempe, Arizona

Diagnosis of Speech and Hearing Disorders (1978)
St. Luke's Hospital
Phoenix, Arizona

Interpersonal Communication Skills (1978)
Bureau of Technical Resources
Phoenix, Arizona

Cranial Nerve Seminar (1977)
Casa Colina Rehabilitation Center
Pomona, California

Breaking the Silence Barrier (1977)
American Speech and Hearing Association
Los Angeles, California

Symposium on Management and Treatment of the Adult with Aphasia (1977)
Laguna Beach, California

HONORS AND AWARDS

Distinguished Mentor Class Residential College, 2014 Leadership Gala Award

College Marshall, Spring 2011 Commencement (May 2011).

Nominated Centennial Professor Award (Spring 2010).

“Apple Polisher” award - Devils’ Advocates Apple Polisher banquet for “outstanding service to ASU”; 4/22/2010, MU (Allie Hickey)

CLAS Outstanding Lecturer Award (May 2009).

“Most Inspirational Professor” (May 2009). ICA recognition (Shauna Elcock).

Featured in ASU Magazine in article focused on online teaching (October 2008).

Identified by several students as a “professor who made a difference” and invited to attend CLAS Convocation (Fall 2007; Fall 2008). Identified as “Favorite Professor” for Campus Corner Magazine, random sampling of ASU students (Fall 2007).

Visiting Assistant Professor
Brigham Young University
2006/2007

“Most Influential Professor” (May 2006)
Selected by Micah Carlson
Office of Student Athlete Development

Certificate of Appreciation (2005/2006)
Honors Disciplinary Faculty
Barrett Honors College

Last Lecture Nomination (2004, 2005+)

Dean’s Excellence in Teaching Award Nomination (2005)

Outstanding Faculty Recognition (Spring 2004)
Distance Learning

Outstanding Faculty Recognition (Spring 2003)
Disability Resources

“Guest Coach” - Intercollegiate Athletics (1997, 2000, 2005, 2008, 2010, 2011)
Arizona State University

Student Affairs Faculty and Academic Professionals Recognition
October 2002

Lincoln Fellow (2001-2006)
Lincoln Center for Applied Ethics

Faculty of the Year 2000 Award
Disability Resources for Students

Student Affairs Honors (October 2000)
Student Affairs Faculty and Academic Professionals Recognition

Outstanding Faculty Recognition (September 1998)
ASASU - Arizona State University

Nominated for Outstanding Teaching Award/Advising Awards
College of Liberal Arts and Sciences
Arizona State University
May, 1998, 1999, 2000

Nominated for Alumni Association Outstanding Teaching Award (Spring 1998)
ASU Alumni Association

Outstanding Faculty Recognition (August 1997)
ASASU - Arizona State University

Dean's Excellence in Teaching Award (for Faculty Associate) (Spring 1996)
ASU College of Liberal Arts

Honored on "Professor Day" (Spring 1996)
Department of Intercollegiate Athletics/ Women's Softball

Outstanding Faculty Award (1995)
Greek Life at Arizona State University

Special Faculty Award (1993)
Arizona State University

Phi Kappa Phi (1993)
Honor Society

Who's Who
Who's Who in the West
1992

"People Who Make a Difference"
Arizona Republic and Gazette
1991

Outstanding Young Women of America
1988

Mary Switzer Fellow
National Institute of Handicapped Research
Washington, D.C.
1985-1986

Medal of Lifesaving
Phoenix Police Department
March 1984

Outstanding District Reserve Officer (1980)
Phoenix Police Department

Alex Mertens Award (1979-1980)
Outstanding Police Reserve Recruit
Phoenix Police Department

500 Hour Pin (1979)
Voluntary Community Service
City of Phoenix

Elected to Chair the Public Relations Committee for the Arizona Speech and Hearing Association for 1978; reinstated for 1979.

Awarded Office of Education and Rehabilitation Services Administration Grants at the University of Arizona, 1974-1976. Graduate scholarships for scholastic achievement.

Academic Scholarship; University of New Mexico, Albuquerque, NM. 1969.

January 2015

VITA

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(Work) Arizona State University
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Fax: (480) 965-8674
E-Mail: robert.bradley@asu.edu
rhbradley@ualr.edu

Date of birth: July 14, 1946

UNIVERSITIES ATTENDED AND DEGREES RECEIVED:

University of Notre Dame
B.A. - 1968
Major: English
Minor: Psychology

University of North Carolina at Chapel Hill
M.A. in Educational Psychology - 1972
Ph.D. in Educational Psychology - 1974

UNIVERSITY EXPERIENCE:

2009-present Professor, T. Denny Sanford School of Social & Family Dynamics
Professor, Department of Psychology
Arizona State University

2009-present Director, Family & Human Dynamics Research Institute
Arizona State University

1974-2008 Professor, Center for Applied Studies in Education
University of Arkansas at Little Rock

1979-present Adjunct Professor, Dept. of Pediatrics
University of Arkansas for Medical Sciences

1995-2008 Adjunct Professor, Dept. of Psychiatry
University of Arkansas for Medical Sciences

1982-1993 Director, Center for Research on Teaching and Learning
2003-2008 Director, Center for Applied Studies in Education
University of Arkansas at Little Rock

1/13/2015

1990-1991 Associate Director for Research, University of Arkansas University
Affiliated Program for Developmental Disabilities

1988-1990 Director, University of Arkansas University Affiliated
Program for Developmental Disabilities

1973-74 Asst. Professor, Center for Early Development & Education
University of Arkansas at Fayetteville

1971-1973 Graduate Teaching Fellow, University of North Carolina at Chapel Hill

1972-(Summer) Research Assistant, Frank Porter Graham Child Development Center
University of North Carolina at Chapel Hill

1972-(Summer) Program Evaluator, Bimodal Instruction Program Summer Institute
University of North Carolina at Chapel Hill

1972-(Spring) Research Assistant, Frank Porter Graham Child Development Center
University of North Carolina at Chapel Hill

1971-(Summer) Research Assistant, University of North Carolina at Chapel Hill

RELATED PROFESSIONAL WORK EXPERIENCE:

1968-1969 Supervisor, Neighborhood Study Centers. Economic Opportunity
Agency of Pulaski County, Little Rock, AR

Review Committees

2015 Reviewer, NIMHD Office of Extramural Research Administration

2014 Reviewer, NICHD Division of Scientific Review

2014 Reviewer, HRSA MCH Adolescent and Young Adult Health Research Network

2014 Reviewer, HRSA Maternal and Child Health Secondary Data Analysis Studies

2013 Reviewer, Netherlands Organization for Scientific Research

2012 Review Panel, Centers for Disease Control, DD12

2011 Review Panel, National Institute of General Medical Sciences, MBRS Special Emphasis

2011 Reviewer, National Science Foundation, Developmental and Learning Sciences Program

2010 Review Panel, Maternal and Child Health Research Program (R40)

2009 Review Panel, Human Development:, Interdisciplinary Research Training, NICHD

2009-2014 Expert Workgroup, Legacy for Children, CDC

2008 Review Team, Laboratory on Comparative Ethology, NICHD

2007 Review Panel, Social Science and Population Studies section, NICHD

2007 Review Panel, Special Emphasis Panel, NICHD

2006 Chair, Special Emphasis Panel, NICHD

1/13/2015

2003-2005 Chair, Biobehavioral and Behavioral research subcommittee, NICHD.

2002 Committee of Visitors, Behavioral and Cognitive Sciences, NSF

2002 Chair, Preschool Curriculum Evaluation Research Grants review, U. S. Dept. of Education

2002 Review Panel, Head Start Doctoral Research award, ACYF. U. S. Dept. of HHS.

2001-2003 Maternal and Child Health Research Committee, NICHD

2001 Review Panel. Biobehavioral & Social Sciences IRG. NICHD

2001 Review Panel. Special Emphasis - CSR. NICHD

2001 Review Panel. Center for Scientific Review. NICHD

2000 Site Visit Team. Laboratory on Comparative Ethology. NICHD

2000 Review Panel. Special Emphasis. NICHD

2000 Review Panel. Bio-behavioral & Social Sciences IRG. NICHD

1999 Special Emphasis Panel - Substance Abuse & Mental Health Services Administration

1999- 2000 Review Panel. Head Start - University Partnership grants. ACYF

1998 Review Panel. Special emphasis - Family & Child Well-Being Research Network, NICHD

1997-1998 Review Panel. Bio-behavioral & Social Sciences IRG. NICHD

1996 Review Group. Substance Abuse & Mental Health Services Administration

1994 Special Review Committee - Middle Childhood. NICHD

1991-1994 Maternal and Child Health Research Committee, NICHD

1991 Special Committee - Early Neurodevelopmental Assessment Battery for Children with Pediatric AIDS. NIMH

1990 Special Review Committee - Pediatric AIDS. NICHD

1989 Review Panel. Office of Special Education Research: Field Initiated Research

1989 Review Panel. Rehabilitation Services Administration: Special Projects

1989 Review Panel on Childhood Injury Research. NICHD

1989 Review Panel. Office of Special Education Programs-Special Projects

1989 Review Panel. Office of Special Education Research - Field Initiated Research

1988 Review Panel - Research on Childhood Injury. NICHD

1988 Review Panel. National Institute on Disability and Rehabilitation Research

1987 Review Panel. Office of Special Education Research

1985 Review Panel - Field initiated research. National Institute of Handicapped Research

1985 Review Panel - Student initiated research. Office of Special Education Programs

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- 1983 Review Committee on Research Priorities. National Institute of Handicapped Research.
- 1982 Review Committee. Office of Special Education Programs
- 1981 Field Reviewer. Administration for Children, Youth and Families
- 1980 Review Committee. National Institute for Mental Health, DHEW

Advisory Committees (selected)

- 2011-present ACF/OPRE Network of Infant/Toddler Researchers
- 2011-present HHS/HRSA Advisory Committee on Maternal, Infant, and Early Childhood Home Visiting Program Evaluation
- 2010-present Technical Review Panel. Early Childhood Longitudinal Study, Westat
- 2010-present Technical Workgroup, ACF - Measurement Development: Caregiver-Child Interaction
- 2010-present Advisor, Taiwan Birth Cohort Study
- 2009-present Advisory Board, CDC Legacy for Children Longitudinal Study
- 2009-present Advisory Group, Hyperopia in Preschoolers Study, Ohio State University
- 2007-2009 Advisory Panel. ACF-MPR. Supporting Quality in Home-Based Child Care.
- 2006-2010 Advisory/Editorial Board. The Crisis in Youth Mental Health monograph series. Greenwood Press.
- 2005-present Advisory Board – Family Life study (UNC/PSU, funded by NICHD)
- 2005-2010 Steering Committee – Native American and Alaska Native Head Start Research Center, Univ. of Colorado Health Sciences
- 2005-2006 Roundtable – NICHD/NCATE initiative on Child and Adolescent Research and Teacher Education: Evidence-based Pedagogy, Policy, and Practice
- 2004-present Advisory Board – Maternal Lifestyle Study, National Institute of Drug Abuse
- 2004-2008 Advisory Board – Massachusetts School Readiness Study – Wellesley College
- 2004-2007 WESTAT Corporation – Technical Advisory panel, National Household Education Survey, 2007
- 2002-2007 Workgroup on child and family indicators. UNICEF (United Nations)
- 2001-2004 co-chair, Development & Behavior Workgroup, National Children’s Study
NICHD, EPA, NIEHS, CDC.
- 2001-2004 WESTAT Corporation – Technical Advisory panel for Head Start Impact Study
- 2001-2004 Center for Child Well-Being
- 2001-2004 UAMS Head Start Asthma study
- 2000-2002 WESTAT Corporation - Technical Advisory panel, National Household Education Survey, 2003
- 2001 NICHD Strategic Plan – Health Disparities Work Group

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- 1999 Technical Work Group for the Study of Infant Care under Welfare Reform
ACF/Mathematic Policy Research
- 1998-2005 Pulaski County Head Start
- 1998-2008 Arkansas Center for Birth Defects Research and Prevention, UAMS
- 1995-1997 Pulaski County Tri-District Committee on Mental Retardation
- 1994-1996 Winthrop Rockefeller Foundation - Advisory Panel for Chapter 1/ Title 1 Transition Initiative
- 1994-1996 WESTAT Corporation - Technical Advisory panel for the National Household Education Survey, 1996
- 1993-1999 RMC Corporation - Technical Advisory Panel for evaluation of Head Start Family Child Care Home Demonstration project
- 1992-1994 Pulaski County Tri-District Committee on Learning Disabilities
- 1992-1996 Pulaski County Prevention Institute, Assessment Committee
- 1992-1994 ABC* Advisory Board (Arkansas Better Chance)
- 1992-1994 The Stone Center, Wellesley College, special committee on the growth & development of minority children.
- 1992-1993 OSAP National Center for the Prevention of Perinatal Abuse of Alcohol & Other Drugs
Technical Expert Group.
- 1991-1992 American Association on Mental Retardation ad hoc advisory committee on terminology
and classification
- 1991-1993 Winthrop Rockefeller Foundation. Advisory Committee on Minimum Performance Testing
in Arkansas Schools
- 1989-1992 Member, Interagency Coordination Council on Early Intervention
- 1989-1991 Site visit team. Office of Special Education Programs. Early Childhood Personnel Preparation Institute.
- 1988-1991 Member, Governor's Developmental Disabilities Planning Council
- 1988-1991 Arkansas Division on Developmental Disabilities Services, Task Force on Early Intervention

Consultancies (selected)

- 2008-present Analysis team. UNICEF, MICS3 data
- 2004-2005 Research and measurement consultant. Univ. of Seville (Spain).
- 2004-2005 Measurement and evaluation consultant. World Bank. Family Life project,
Macedonia.
- 2002-2006 Evaluation consultant. Core Knowledge curriculum. Walton Family Foundation.
- 2001-2007 Consultant advisor. Head Start asthma research project. Dept. of Pediatrics, UAMS
- 1999-2004. Measurement consultant, National Center for Native American and Alaska
and Alaska Native Mental Health Research, Univ. of Colorado
Health Sciences Center
- 1998-2003 Consultant advisor, WESTAT/National Center for Educational Statistics

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(Early Childhood Longitudinal Study – Birth Cohort)

- 1998-pres. Evaluation consultant, HIPPY Program - Arkansas
- 1996-pres. Investigator, Early Head Start Research Center. UAP, Univ. of Arkansas for Medical Sciences
- 1995-2000 Evaluator, Women & Children's Recovery Center, Dept. of Psychiatry, University of Arkansas for Medical Sciences
- 1995-1997 Evaluator, Arkansas Cares, Univ. of Arkansas for Medical Sciences
- 1990-1992 Training and evaluation consultant - California Perinatal Substance Abuse Pilot Project
- 1989-present Evaluation consultant, Home Instruction Program for Preschool Youngsters (HIPPY) -Arkansas
- 1987-1989 Consultant, Department of Defense Dependents' Schools, Exceptional Family Members Program
- 1986-1988 Consultant, Effects of Arkansas School Reforms Study, Rockefeller Foundation Study
- 1985-1989 Consultant, Parent Education Project, Kentucky State University
- 1982 Assessment Consultant, United Cerebral Palsy, Tallahassee, Florida
- 1981-1983 Consultant, Arkansas Advocates for Children and Families
- 1981-1982 Evaluation Consultant, Title IV-C ESEA Model and Demonstration Elementary Education Project. Lonoke School District, Arkansas
- 1981-1982 Evaluation Consultant, Title IV-C ESEA Model and Demonstration Special Education Project. White Hall School District, Arkansas
- 1980-1985 Research Advisory Group, School of Nursing, University of Maryland
- 1978-1981 Consultant, JFK Child Development Center, University of Colorado Medical Center
- 1979-1980 Instructor, Arkansas Law Enforcement Training Academy
- 1977-1982 Technical Assistance Consultant, Western States Technical Assistance Resource, University of Washington (Bureau for the Education of the Handicapped)
- 1976-1980 Evaluation Consultant, Associate of Arts program in early childhood education, UALR
- 1976-1979 Evaluation Consultant, Right to Read project, Little Rock School District, Arkansas
- 1974-1977 Evaluation Consultant, Title III ESEA Model and Demonstration Kindergarten Project. Nashville School District, Arkansas
- 1974-1976 Evaluation Consultant, Title III ESEA Model and Demonstration Elementary Education project. Pulaski County Special School District, Arkansas
- 1970 Research Consultant, National Training Labs. Project RE-ED, North Carolina
- 1969 Evaluation Consultant, Orange-Person Mental Health Center and Department of Psychiatry, University of North Carolina

PROFESSIONAL ORGANIZATIONS:

Society for Research in Child Development
Southwest Society for Research in Human Development, Governing Board (1992-1995),

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President (2000-2002)
International Society for the Study of Behavioral Development
National Council on Family Relations

BUSINESS AFFILIATIONS:

HOME Inventory, LLC

HONORS

University of Arkansas at Little Rock Urban Mission Award, 1982

University of Arkansas at Little Rock Faculty Excellence Award for research, 1991, 2005

Aiiku Fellowship, Imperial Gift Foundation, Japan, 2002

President, Southwestern Society for Research in Human Development, 1999-2001

University of North Carolina at Chapel Hill Alumni Achievement Award, 2010

Board of Editors (associate editor), *Child Development*, 1997-2001

Editorial Board, *Parenting: Science & Practice*, 2000-present

Editorial consultant, *Child Development*, 1991-1995.

Editorial Board, *International Journal of Behavioral Development*, 1991-1995

Editorial Board, *Early Education and Development*, 1989-2013.

Editorial Board. *Occupational and Physical Therapy in Pediatrics*, 1980-1985.

Editorial Board. *Infant Mental Health Journal*, 1991-1998.

Editorial Board. *Early Childhood Research Quarterly*, 2002-2012

Associate Editor, *Early Childhood Research Quarterly*, 2006-2008

Editorial Board, *Developmental Psychology*, 2004-2009

Editorial Board, *Journal of Developmental Epidemiology*, 2005-2008.

Editorial Board, *Journal of Marriage & Family*, 2006-2013.

Editorial Board, *JAMA Pediatrics*, 2011-2014

PUBLICATIONS:

Gallagher, J., & Bradley, R. H. (1972). Early identification of developmental difficulties. In I. Gordon (Ed.), *Early childhood education, 71st yearbook of the national society for the study of education* (pp. 87-122). Chicago: University of Chicago Press.

Gallagher, J., Bradley, R. H., Kennedy, H., & Rust, P. (1972). Analysis of hearing held by regional commissioners of education on education of the gifted. *Education of the gifted and talented*. Washington, D.C.: U.S. Government Printing Office.

Bradley, R. H., & Caldwell, B. M. (1974). Issues and procedures in testing young children. *ERIC clearinghouse on test, measures & evaluation, TM Report 37*. Princeton, NJ: Educational Testing Service.

Caldwell, B. M., Bradley, R. H., & Elardo, R. (1975). Early stimulation. In J. Wortis (Ed.), *Annual review of mental retardation and developmental disabilities*. (pp. 152-194). New York: Bruner/Mazel.

Elardo, R., Bradley, R.H., & Caldwell, B.M. (1975). The relation of infants' home environments to mental test performance from six to thirty-six months: A longitudinal analysis. *Child Development*, 46, 71-76.

Bradley, R.H. (1976). The Kramer Project: An omnibus-program for infants and young children. In J. Wilson (Ed.), *Planning and evaluating developmental programs* (pp. 38-49). Chapel Hill, NC: University of North Carolina.

Bradley, R.H. & Caldwell, B.M. (1976). Early home environment and changes in mental test performance in children from six to thirty-six months. *Developmental Psychology*, 12, 93-97.

Bradley, R.H., & Webb, R. (1976.). Age related differences in locus of control orientation in three behavior domains. *Human Development*, 19, 49-55.

Bradley, R.H. & Caldwell, B.M. (1976). The relationship of infants' home environment to mental test performance at fifty-four months: A follow-up study. *Child Development*, 47, 1172-1174.

Bradley, R.H., & Caldwell, B. (1977). Home observation for measurement of the environment: A validation study of screening efficiency. *American Journal of Mental Deficiency*, 81, 417-420.

Bradley, R.H., Caldwell, B.M., & Elardo, R. (1977). Home environment, social status and mental test performance. *Journal of Educational Psychology*, 69, 697-701.

Bradley, R.H., & Gaa, J.P. (1977). Domain specific aspects of locus of control: Implications for modifying locus of control orientation. *Journal of School Psychology*, 15, 18-24.

Bradley, R.H., Stuck, G.B., Coop, R.H., & White, K.P. (1977). A new scale to assess locus of control in three achievement domains. *Psychological Reports*, 41, 656.

Bradley, R.H., & Teeter, T.A. (1977). Perceptions of control over social outcomes and student behavior: A study of 75 classrooms. *Psychology in the Schools*, 15, 230-235.

Cohen, R.B., & Bradley, R.H. (1977). Teaching superordinate concepts with simulation games. *Alberta Journal of Educational Research*, 23, 298-304.

Elardo, R., Bradley, R.H., & Caldwell, B.M. (1977). A longitudinal study of the relation of infants' home environments to language development at age three. *Child Development*, 48, 595-603.

Bradley, R.H. & Caldwell, B.M. (1978). Home environment, learning processes, and IQ. In W. Frankenburg (Ed.), *Proceedings of the second international conference on developmental screening*. (pp. 201-214). Denver, CO: University of Colorado:

Bradley, R.H. & Caldwell, B.M. (1978). Home environment, learning processes, and IQ (brief report). *Mid-South Educational Researcher*, 6, 5-6.

Bradley, R.H. & Caldwell, B.M. (1978). Screening the environment. *American Journal of Orthopsychiatry*, 48, 114-130.

Caldwell, B.M. & Bradley, R.H. (1978). Assessing social and emotional development in young children. In N. Enzer & K. Goins (Eds.), *Social and emotional development: The preschooler*. (pp. 71-96). New York: Walker.

Cohen, R.B., & Bradley, R.H. (1978). Simulation games, learning and retention. *Elementary School Journal*, 78, 247-253.

Cohen, R.B. & Bradley, R.H. (1978). The use of simulation games to create real worlds for special education students. *Reading Improvement*, 15, 276-278.

Bradley, R.B.. & Caldwell, B.M. (1979). Home environment and locus of control. *Journal of Clinical Child Psychology*, 8, 107-110.

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Bradley, R.H. & Caldwell, B.M. (1979). Home observation for measurement of the environment: A revision of the preschool scale. *American Journal of Mental Deficiency, 84*, 235-244.

Bradley, R.H., Caldwell, B.M., & Elardo, R. (1979). Home environment and cognitive development in the first two years of life: a cross-lagged panel analysis. *Developmental Psychology, 15*, 246-250.

Freund, J.H., Bradley, R.H., & Caldwell, B.M. (1979). The home environment in the assessment of learning disabilities. *Learning Disabilities Quarterly, 4*, 39-51.

Moody, D., Montague, J., & Bradley, R.H. (1979). A preliminary analysis of the Wilson Voice Profile Analysis. *Language Speech and Hearing Services in the Schools, 10*, 231-240.

Bradley, R.H. (1980). The renaissance of fathering. *Educational Horizons, 59*, 27-33.

Bradley, R.H. & Caldwell, B.M. (1980). Home environment, cognitive competence and IQ among males and females. *Child Development, 51*, 1140-1148.

Casey, P.H. & Bradley, R.H. (1980). Developmental screening for the preschool age child: Practical recommendations. *Journal of the Arkansas Medical Association, 77*, 175-179.

Bradley, R. H. (1981). The HOME Inventory: A review of findings from the Little Rock Longitudinal Study. *Infant Mental Health Journal, 2*, 198-205.

Bradley, R.H. (1981). Preschool home environment and classroom behavior. *Journal of Experimental Education, 49*, 196-206.

Bradley, R.H. & Caldwell, B.M. (1981). Home environment, cognitive processes and intelligence: A path analysis. In M. Friedman, J. Das, & N. O'Connor (Eds.), *Intelligence and learning* (pp. 509-514). New York: Plenum.

Bradley, R.H. & Caldwell, B.M. (1981). The HOME Inventory: A validation of the preschool scale for black children. *Child Development, 52*, 708-710.

Bradley, R.H. (1981). Home environment and infant social behavior. *Infant Mental Health Journal, 2*, 18-22.

Bradley, R.H., & Caldwell, B.M. (1981). Pediatric usefulness of home assessment. In B. Camp (Ed.), *Advances in behavioral pediatrics, Vol. 2*. (pp. 61-80). Greenwich, CT: JAI Press.

Elardo, R. & Bradley, R.H. (1981). The Home Observation for Measurement of the Environment: A review of research. *Developmental Review, 1*, 113-145.

Elardo, R. & Bradley, R.H. (1981). A reply to Zimmerman. *Developmental Review, 1*, 314-321.

Hemingway, B., Montague, J., & Bradley, R. H. (1981). Preliminary data on the revision of the sentence repetition test for language screening. *Language, Speech, & Hearing Services in the Schools, 12*, 20-26.

Bradley, R. (1982). The HOME Inventory: A review of the first 15 years. In W. Frankenburg, N. Anastasiow, & A. Fandal (Eds.), *Identifying the developmentally delayed child*. (pp. 87-100). Baltimore, MD: University Park Press.

Bradley, R. H. (1982). Day Care: A brief review. *Physical and Occupational Therapy in Pediatrics, 2*, 73-81.

Bradley, R.H. (1982). Socialization within day care: A brief review. *Infant Mental Health Journal, 3*, 156-161.

Bradley, R.H. & Caldwell, B.M. (1982). The consistency of the home environment and its relation to child development. *International Journal of Behavioral Development, 5*, 445-465.

Bradley, R.H. & Tedesco, L. (1982). Environmental correlates of mental retardation. In J. Lachenmeyer & M. Gibbs (Eds.), *Psychopathology in childhood*. (pp. 155-188). New York: Gardner Press.

Caldwell, B.M., & Bradley, R.H. (1982). Screening for handicapping environments. In E. Edgar, N. Haring, J. Jenkin, & C. Pious (Eds.), *Mentally handicapped children*. (pp. 49-64). Baltimore, MD: University Park Press.

Casey, P.H., & Bradley, R.H. (1982). The impact of home environment on children's development: Clinical relevance for the pediatrician. *Journal of Developmental and Behavioral Pediatrics*, 3, 146-152.

Freund, J.H., Casey, P.H., & Bradley, R.H. (1982). A special education course with pediatric components. *Exceptional Children*, 48, 348-351.

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PRESENTATIONS AT PROFESSIONAL MEETINGS:

1973

An investigation of domain specific aspects
aspects of locus of control

American Educational Research Association

1974

The effects of early home environment on
infants' mental test performance from 6 to
36 months: A longitudinal analysis.

Society for Research in Child Development

1975

Early home environment and changes in mental
test performance in children from 6 to 36 mo.

American Educational Research Association

Perceptions of control over social outcomes &
student behavior: A study of 75 classrooms.

Mid-South Educational Research Association

Age related differences in locus of control
orientation in three behavior domains

Mid-South Educational Research Association

Home Observation for Measurement of
the Environment: A Review of Research

Arkansas Psychological Association

1976

Assessing the early learning environment.

American Educational Research Association

The Kramer Project: An omnibus program
for infants and young children.

The 3rd Annual Pediatric Symposium

A longitudinal study of the relation of
infants' home environment to language
development at age three.

American Psychological Association

The needs assessment: A basis for decision-
making in teacher education.

Mid-South Educational Research Association

Home environment and language development

Mid-South Educational Research Association

	1977
Home environment, social status, and IQ. A longitudinal analysis.	Society for Research in Child Development
The impact of a social development program on children's attitudes.	Society for Research in Child Development
Home environment, learning processes, & IQ	2nd International Meeting on Developmental Screening
Home environment, learning processes, & IQ	American Educational Research Association
	1978
The use of simulation games in early childhood	Southern Association for Children Under Six
Home environment and cognitive development: A cross-lagged panel analysis.	Southwest Regional Conference on Human Development
Validation of Wilson Voice Profile Analysis	American Speech & Hearing Association
Home Observation for Measurement of the Environment: Validation studies of the preschool version.	Mid-South Educational Research Association
Developmental aspects of spelling competence	Mid-South Educational Research Association
	1979
Assessing the early home environment	First Symposium on Primary Prevention of Handicapping Conditions, Edmonton, Alberta, Canada
Home environment, cognitive processes, and intelligence: a path analysis.	NATO Conf. on Learning & Intelligence. York, England
LaPetite Roche: A ten-year study of its children	Mid-South Educational Research Association
	1980
Home environment and classroom behavior.	American Educational Research Association
Early home experience, classroom social competence and academic achievement.	American Psychological Association
Home environment, cognitive processes, & IQ	American Educational Research Association
Sex differences in the relation between early home environment, cognitive processes, & IQ	Southwest Conference on Human Development
Socialization in day care and the early home environment.	Michigan Association for Infant Mental Health
Specific implications with respect to screening - a follow-up to a review of studies using HOME	3rd International Conference on Developmental Screening
Home Observation for Measurement of the Environment: A validation of the preschool	Mid-South Educational Research Association

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scale for black children.

The use of simulation games with learning disabled children.

Mid-South Educational Research Association

1981

The stability of the home environment and its relation to cognitive development.

International Society for the Study of Behavioral Development

Home environment & early mental development: Comparability, generalizability across populations & implications for intervention

Society for Research in Child Development

Progress for Training Parent Trainers.

Association for Childhood Education International

The HOME Inventory and family demographics

Mid-South Educational Research Association

Summary comments on successful parenting

Johnson & Johnson Pediatric Roundtable #7

1982

A comparative study of the home environments of infants from single-parent and two-parent black families.

Southwestern Conference on Human Development

Social and non-social environment of children who fail to thrive.

American Assoc. on Mental Deficiency
American Assoc. on Ambulatory Pediatrics.

Assessment of home environment in child development research.

American Psychological Association

The HOME Inventory: a workshop.

10th Int. Congress of the International Assoc. of Child & Adolescent Psychiatry & Allied Professions. Dublin, Ireland

Comparing singing, talking and humming stimulation with Down's syndrome infants.

American Speech & Hearing Association .

1983

Social and non-social environment of children who are non-organic failure-to-thrive.

Society for Research in Child Development

Families of children with handicaps: social-cultural aspects.

Conference on Parents' Role in the Rehabilitation of Their Handicapped Children, NIHR

The effects of early intervention models on developmental outcome.

2nd Annual Developmental Disabilities Conference

The HOME Inventory.

7th Annual Community Health Nursing Conference

Infants' home environments and achievement test performance.

International Soc. for Study of Behavioral Development
Munich, Germany

Home environment and children's development over a 10-year period: Anatomy of school failure failure.

4th International Conf. on Early Identification of Children at Risk

1/13/2015

Development of the HOME Inventory for use with families of 6-10 year-old children

4th International Conf. on Early Identification of Children at Risk.

1984

Home environment and intellectual development

Johnson & Johnson Pediatric Roundtable #11

Development of a clinical measurement instrument of children's home environments

4th Biennial Conference on Infant Studies

HOME Inventory: Implications for Parenting

Maternal and Child Health Conference

1985

Clinical Aspects of a Child's Social and Physical Environment.

Ambulatory Pediatric Association

Problems & Results: The Consortium on Home Environment and Child Development

Society for Research in Child Development

Home Observation for Measurement of the Environment: Development of a HOME Inventory for use with families of children ages 6-10.

Society for Research in Child Development

Peer and classroom teacher perceptions about adolescents who wear hearing aids.

South Central Regional Conference of the American Speech & Hearing Association

1986

The HOME Inventory: Applications for Maltreated Children.

Second World Congress on Victimology

Home Environments of Failure-to-Thrive Infants

Second World Congress on Victimology

Instruction in Research for Education Majors

Simposio Sobre Innovacion Academica Guadalajara, Mexico

1987

The ecology of early intellectual development: A structural analysis

5th International Conf. on Early Identification of Children at Risk

The home environment.

MEDCEN Exceptional Family Members Conference

The HOME Inventory: Findings from the Little Rock Longitudinal Study

Conference on Continuity in Development

General and specific aspects of the physical environmental relationships with development in handicapped children ages 1 to 10.

Society for Research in Child Development

Techniques of assessing home environments and parent skills.

Exceptional Family Member Program. DODDS Conference. Heidelberg, Germany

1/13/2015

Environmental Assessment

Winter Symposium on Mental Retardation & Developmental Disorders

Parenting in the first year of life

Parenting Conference.

1988

The relationship of infant biomedical & family environmental features to infants

Southern Society for Pediatric Research

Developmental differences in young children's priorities regarding participation in organized sports.

Southern Society of Pediatric Research

Factors parents believe to be important in their young children's participation in sports

Southern Society of Pediatric Research

Coaches' goals for young children's participation in an organized recreational sports program

Southern Society of Pediatric Research

On the uses of the HOME Inventory from infancy through adolescence: Findings from research and applications

Southwestern Society for Research in Human Development

Early home environment and mental test performance: A structural equation model

Southwestern Society for Research in Human Development

Home measurement of maternal responsiveness

NICHHD Workshop on Maternal Responsiveness.

Preliminary report: Impact of parenting and coping skills of first-time mothers in an intervention program

Association for Childhood Education International

1989

Health, family status, family context, family processes & parenting: their relationship to development in LBW children

Society for Research in Child Development

Symposium on the continuity in development from infancy

American Association for the Advancement of Science

The use of the HOME Inventory with families having children with mental retardation

American Association on Mental Retardation

Early intervention in Arkansas: The role of Department of Pediatrics and the UAP

4th Annual Gulf Coast Conference on Early Intervention

Screening for a handicapping environment

Pediatric Update: 1989

1990

Enhancing the home environment of Low Birth-Weight, Premature Infants

7th International Conf. on Infancy Studies

Stress, social support, marital quality & parenting for children with disabilities

Southwestern Society for Research on Human Development

1/13/2015

Panel on early intervention model programs	5th Annual Gulf Coast Conf. on Early Intervention
Home environment & intellectual development in the first three years: A structural analysis	7th International Conf. on Infancy Studies
Family environments and child outcomes	Infancy & Early Childhood: 7th Annual Conference
Home care and alternate care	Infancy & Early Childhood: 7th Annual Conference
Enhancing the home environment of low birthweight, premature infants	Society for Pediatric Research
Research on home environments & alternate care	Arkansas Statistical Society
	1991
The relationship of the home environment & development among young children with developmental disabilities and children living in poverty	University Affiliated Program for Persons with Developmental Disabilities 1991 Colloquia
Home environment & social competence: A look at alternative models of environmental action	Society for Research in Child Development
Understanding the development of failure to thrive in a premature, LBW population	Society for Research in Child Development
Predictors of failure to thrive in LBW infants	Society for Pediatric Research
Understanding the development of failure to thrive in a premature, LBW cohort	Society for Pediatric Research
Persistence of home environment effects in home environment / behavioral development relations	International Society for the Study of Behavioral Development
Workshop on family methods in research	6th Annual Gulf Coast Conference on Early Intervention
Dependable programs for dependent children	Texas Tech University Summer Institute on Medically-Fragile Children
The HOME Inventory: Theoretical background & review of research	University of Leiden The Netherlands
	1992
From infancy to adolescence: childhood morbidity and mortality	Society for the Psychological Study of Social Issues Conference on Social Science & Health Policy
The HOME Inventory: Its relationship to child development	Arkansas Psychological Association.
Social competence: Its relationship to home environment among premature, LBW Infants	8th International Conference on Infancy Studies
3 year outcomes of children who Develop FTT during infancy in a LBW preterm cohort	8th International Conference on Infancy Studies
Pediatric clinical assessment of mother-child interaction: concurrent and predictive validity	8th International Conference on Infancy Studies Society for Pediatric Research

3-Year outcomes of children who develop failure to thrive during infancy in a low birthweight, preterm cohort	Society for Pediatric Research
Matters of scale, points of view, plotting the journey for children at risk: The cartographer's art	6th International Conf. on Children at Risk
A factor analytic study of the HOME Inventory in black, white, & Hispanic Americans	6th International Conf. on Children at Risk
	1993
A socio-cultural analysis of the HOME Inventory	American Statistical Association.
Predicting and promoting social competence in high risk children: Recent results from IHDP	Society for Research in Child Development
Prenatal (small for gestational age) and postnatal (failure to thrive) growth problems in a low birthweight preterm cohort	Society for Research in Child Development
Patterns of environmental action and adaptive social behavior in premature, low birthweight children from three socio-cultural groups	4th Florida Conference on Child Health Psychology
NICHD Early Childcare Study	Arkansas Perinatal Association
The home environment	NICHD Workshop on Measurement of the Environment Across the Life Span.
	1994
The impact of assistive technology on family functioning: An examination of current state assessment and prescription practices	American Association on Mental Retardation
The contribution of early intervention and early caregiving experiences to resilience in LBW premature children living in poverty	Southwestern Society for Research in Human Development
Environmental risk	Working Together: Providing Quality Service in a Fragile Economy.
Interaction of environmental & biological risk factors: Early intervention for the high risk infant	Parent/Child Conference
Resilience in impoverished, premature children: The impact of early intervention and early caregiving experiences	Gulfcoast Regional Pediatric Conference
Dimensions of parenting for adolescents with disabilities	Mid-south Educational Research Association
Effects of early educational intervention in Families who do & who do not receive welfare: The Infant Health & Development Program	Conference on Welfare Reform

	1995
Child care in the 1990s: The NICHD Study of Early Child Care, Overview & conceptual model	Society for Research in Child Development
The HOME Inventory: Reliability and prediction of child outcomes across 3 racial/ethnic groups	Society for Research in Child Development
Resiliency in the high risk newborn	Virginia Perinatal Association Regional Conference
Home environment and children's development: Age and demographic differences	5th Annual Conference of the Center for Human Development & Developmental Disabilities
Parental investment in children	IV European Congress of Psychology Athens, Greece
Validating a measure of parental attachment to the child	American Educational Research Assoc.
The Infant Health & Development Program: Results and reflections	University of Colorado
The importance of the home environment to the infant-caregiver relationship	Infant Mental Health Conference
A cluster analysis of parenting behaviors in young mothers	Mid-South Educational Research Association
Constructing measures composed of cause indicators	Mid-South Educational Research Association
	1996
Patterns of parenting behavior in young adults	Society for Research in Adolescence.
Norming & validation of the early adolescent HOME Inventory	Society for Research in Adolescence
Similarities & differences in parental emotional investment for mothers and fathers	Southwestern Society for Research in Human Development
Infant care and attachment security: Results of the NICHD Study of Early Child Care	10 th International Conference on Infancy Studies
Early adolescent HOME: Validation in four sociocultural groups	International Society for the Study of Behavioral Development Quebec City, Quebec, Canada
Comparison of parental emotional investment for mothers & fathers	International Society for the Study of Behavioral Development Quebec City, Quebec, Canada
	1997
Early adolescent HOME Inventory: Information on usefulness & validity	American Educational Research Association
An examination of the use of the Early Adolescent	Society for Research in Child Development

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HOME Inventory in 4 racial/ethnic groups

Mother-child interaction & cognitive outcomes associated with early child care: Results of the NICHD Study	Society for Research in Child Development
Early intervention: New perspectives and new findings	American Psychological Association
Measurement issues in program evaluation	Healthy Families America Research Network
	1998
Assessment of the environment: Conceptual & methodological considerations	International Society for the Study of Behavioral Development Berne, Switzerland
The HOME Inventory across cultures: A Review	International Society for the Study of Behavioral Development Berne, Switzerland
Reading readiness & the home environment	Green Center Conference, Univ. of Texas - Dallas
The home environment: A description and comparison by ethnicity & poverty status	Southwestern Society for Research in Human Development
The relationship of parenting behaviors during infancy & early parenting style	Southwestern Society for Research in Human Development
Research on fathers in Early Head Start	Head Start Research Conference
	1999
The home environment as a moderator of the relation between experience in child care and children's social & cognitive development	American Educational Research Association
Father involvement in the lives of low-income children: Implications for social policy	Society for Research in Child Development
Effect sizes from the NICHD Study of Early Child Care	Society for Research in Child Development
	2000
The HOME Inventory: A version for assessing the quality of family child care homes	International Conference on Infancy Studies Brighton, England
Factor structure of maternal behavior across tasks and racial groups.	International Conference on Infancy Studies Brighton, UK.
Home environment & child development: What I've learned in 26 years and 26 countries (presidential address)	Southwestern Society for Research in Human Development
An examination of the relation between maternal resiliency and demographic and supports in rural Early Head Start eligible families	Head Start Research Conference
Factors associated with intergenerational conflict	Head Start Research Conference

Low Income Fathers - who are they, what stops stops them being involved with their children and why does this matter

USA & UK Policy, Research & Practice (seminar)
London, UK

Home environment: Relations to family context and paths of development in children

Laboratory of Comparative Ethology, NICHD

Keynote Addresses.
Home environment & paths of development in children
Parenting to promote resilience
Designing interventions for parents & children

Actualization in Early Intervention. Foudacion Claudia Thevenet
Buenos Aires, Argentina

2001

Ethnicity, family income, home environment and the well-being of children from infancy to adolescence

Society for Research in Child Development

Characteristics and antecedents of rather involvement in low-income families

Society for Research in Child Development

Early Head Start: Preliminary findings

Joint Center for Poverty Research (University of Chicago, Northwestern University)

Age and ethnic variations in vamily process mediators of SES

SES, Parenting & Child Development Conf.

The impact of a comprehensive substance abuse treatment program for women and their children: Implications for a new journey.

Arkansas Mental Health Institute

The transition practices of kindergarten teachers and parents' involvement in kindergarten

Mid-South Educational Research Association

Age and ethnic variations in family process mediators of SES

Mid-South Educational Research Assoc.

2002

Versions of the HOME Inventory for assessing family child care homes

Southwestern Society for Research in Human Development

The importance of measuring fathers from a male perspective

Head Start Research Conference

The quality of adult relationships as mediators and moderators of Early Head Start program outcomes

Head Start Research Conference

Age & ethnic variations in family process mediators of socioeconomic status

International Society for the Study of Behavioral Development
Ottawa, Canada

Stability of maternal and paternal work-family strains & gains

International Society for the Study of Behavioral Development
Ottawa, Canada

The birth to three data set of the NICHD Study of Early Child Care

International Society for the Study of Behavioral Development
Ottawa, Canada

Family process investments that matter for children

Joint Center on Poverty Research summer institute

1/13/2015

Environments that matter for children: A look at functional and structural features of home and child care

Lectures sponsored by the Imperial Gift Foundation of Japan
Tokyo, Sendai, and Hamamatsu, Japan

Parenting in the breach

Pennsylvania State University.

A brief for early education

Arkansas School Board Association

2003

Promoting high-quality early education

Schools of the 21st Century Conference

Parenting atness, family functioning and child development

Society for Research in Child Development

Family & social environments of children and adolescents

Society for Research in Child Development

HOME Inventory: Past, present and future

Assessing home environments of children from diverse backgrounds workshop
University of Michigan

Issues & procedures in assessing home environments of children with disabilities around the world

International Society for Early Intervention
Rome, Italy

The NICHD Study of Early Child Care

University of Notre Dame

Prevention Programs: EHS, HIPPY, Productive Activity

University of Notre Dame

2004

Childhood precursors of adult disease: The National Children's Study (symposium)

Head Start Research Conference

Parents as mediators of child outcomes in an Early Head Start sample

Society for Research on Human Development

Productive activity as protective against the development of behavior problems

International Society for the Study of Behavioral Development
Ghent, Belgium

Promoting positive parenting and caregiving short term interventions in various cultures and contexts

International Society for the Study of Behavioral Development
Ghent, Belgium

HOME Inventory: Past, present & future

University of Seville, Spain

2005

Productive activity & the prevention of behavior problems.

University of Washington

New norms for the HOME Inventory

Society for Research in Child Development

Promoting preschool mathematical development in low income children (symposium -Discussant)

Society for Research in Child Development

Mother plus other: Consistency between mother and

Society for Research in Child Development

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other caregiver parenting and associations with early child outcomes (Discussant–Symposium)

Parenting and child development (invited address)

Pediatric Academic Societies

Dimensions of temperament and overweight in early childhood

Pediatric Academic Societies

Evidenced based assessment for vulnerable children (HOME assessment)- invited address

Association for Child and Adolescent Mental Health Study Conference
Cardiff, Wales and Glasgow, Scotland

The role of financial assets in child development

American Psychological Society

The Fatherhood Forum: Taking stock & moving forward (invited conference)

University of Maryland

A revised look at temperament, parenting & behavior problems in childhood

National Council on Family Relations

Are different groups of Asian American students homogeneous?

National Council on Family Relations

2006

Evaluation of the Core Knowledge programs in Arkansas

Core Knowledge National Conference

Managing the differences: Immigration and early education in the United States

Immigrant Families: Multidisciplinary Views in the 21st Century

Parenting & behavior problems: A look at new pathways

Brown University

The relationship between obesity and onset of puberty in young girls

Endocrine Society

Short stature and behavioral functioning: A population based study

Endocrine Society

Parental influences on early language, literacy and mathematics (symposium)

International Society for the Study of Behavioral Development
Melbourne, Australia

The relationship between early home environment & the emergence of externalizing behavior: Does self-control act as a mediator in Latin cultures?

International Society for the Study of Behavioral Development
Melbourne, Australia

Does watching TV reduce the power of the home environment to affect adaptive functioning in children?

International Society for the Study of Behavioral Development
Melbourne, Australia

The development of the family map: An integrated assessment of the parenting environment in early childhood

Head Start Research Conference

The development of a structured home-visit interview

Head Start Research Conference

Fathers: How they matter in children's lives

Bar-Ilan University colloquium.
Tel Aviv, Israel

The HOME Inventory: Past, present & future

Haifa University seminar.

Haifa, Israel

2007

Externalizing problems in 5th grade: Relations with productive activity, maternal sensitivity and harsh parenting

Society for Research in Child Development

The Family Life Project: An epidemiological and developmental study of rural poor communities

Society for Research in Child Development

Pre- and postnatal growth patterns and food insecurity: Challenges to children's development and follow-up to age 8

Society for Research in Child Development

Measuring good parenting and parent-child interactions: Diversity, utility, reliability and validity in new measures

Society for Research in Child Development

Family process mediators of the relation between components of SES and child outcomes

Society for Research in Adult Development

Is early education living up to its promise to get immigrant children ready for school in the United States?

Arizona State University

Hovering over the bridge from home to day care: Care: A look at chaos in the family – child care meso-system

Bronfenbrenner Conference on Chaos
Cornell University

The HOME Inventory: 40 years & counting

Arizona State University

2008

Children's sleep problems and weight from ages 3 to 12: Attachment security as a moderator of associations

Pediatric Sleep Medicine annual

Home visit assessments linked to interventions: EHS and HS

Head Start Research Conference

Brief parenting intervention: An innovative model for parent education

Head Start Research Conference

Assessing risk patterns in home and car safety across three cultural groups

Head Start Research Conference

Personal and contextual factors connected to Head Start fathers involvement in school readiness

Head Start Research Conference

Human development in the context of poverty (Keynote address)

Society for Research in Human Development

Children's appraisals of family disagreements, parent support and child depression

Society for Research in Human Development
Development

Support for learning linked to child development: Cultural differences in low-income American Indian and European American families

Society for Research in Human Development

How well is early education working for immigrant

International Society for the Study of Behavioral Development

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children in the United States?	Wurzburg, Germany
Controlling maternal feeding practices and dieting behavior in sixth grade children	Obesity Society
Child care and child development	Pediatric Obesity Prevention: Bridging Two Fields Conference
	2009
Parents' socialization of children's responses during disasters (symposium)	Society for Research in Child Development
Early parenting and child-care antecedents of awakening cortisol in adolescence	Society for Research in Child Development
Moderation of family conflict on child aggressive behavior: Center based Early Head Start	Society for Research in Child Development
HOME: What use and adaptation of the measure tells us about efforts to improve children's lives around the world	Society for Research in Child Development
The impact of Early Head Start: Do fathers make a difference?	Society for Research in Child Development
Children's exposure to community violence and family conflict: Pathways to youth outcomes at age 18	Society for Research in Child Development
Which comes first? Examining predictive associations between physical punishment and child externalizing behaviors over time (symposium)	Society for Research in Child Development
HIPPY – The Arkansas Story	National HIPPY Evaluation Summit
The HOME Inventory: 40 years & counting	Cincinnati Children's Medical Center
	2010
Can living in a cohesive family protect children from The negative effects of exposure to community violence into adolescence?	Society for Research on Adolescence
Evidence of validity of the Early Childhood Family Map: A tool to assess risk and strength in Head Start	Head Start Research Conference
Does early HOME stimulation moderate the impacts of Early Head Start programming?	Head Start Research Conference
Understanding children's behavior in a classroom Context: A focus on activity settings	Head Start Research Conference
The infant-toddler Family Map: An integrated assessment of the parenting environment	Head Start Research Conference
Children's home environment and their development: A cross-cultural view (Master Lecture)	World Association for Infant Mental Health
Does parental warmth and stimulation moderate the Impacts of home-based Early Head Start	World Association for Infant Mental Health

Programming on child outcomes?

Assessment of the parenting environment: The Family Map tools from prenatal to age 5	World Association for Infant Mental Health
The influence of early father involvement on children's perception of their relationship with their father	World Association for Infant Mental Health
Early resiliency and home environments and their Association with 8- and 18-year resiliency in low birthweight, premature children living in poverty	World Association for Infant Mental Health
Parenting, child care and family – child care meso-system relations	Taipei Municipal University of Education
Family and child development: State of the art knowledge	National Taiwan University
Measuring the home environment of children	National Taiwan University
Child care in the United States: What it means for children, families and the American way of life Lynn Harris Memorial Lecture	Arkansas Children's Hospital
	2011
Housing quality and access to material and learning resources within the home environment in developing countries (symposium)	Society for Research in Child Development
Biological and cognitive factors in maternal parenting (symposium) Discussant	Society for Research in Child Development
Sleep patterns and correlations from infancy through adolescence (symposium)\	Society for Research in Child Development
Externalizing problems: Relations with productive activity, sensitivity, and harsh parenting from infancy through adolescence	Society for Research in Child Development
Does parental warmth moderate impacts of Early Head Start programming on child socio-emotional Outcomes?	Society for Research in Child Development
Maternal sensitivity, parental harshness and productive activity from infancy through adolescence: Relations with anxiety and age 15.	European Society for Child and Adolescent Psychiatry. Helsinki, Finland
Externalizing behavior at age 15: Relations with productive activity, maternal sensitivity and harsh parenting from infancy through adolescence	European Society for Child and Adolescent Psychiatry. Helsinki, Finland
The HOME Inventory – A World View for Scientists and Practitioners	Sweden National Board of Health & Welfare Stockholm, Sweden

2012

Classroom behavior patterns, children's self-control	American Educational Research Association
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and kindergarten competence

Adolescent girls with difficult temperaments benefit more from good parenting

American Psychological Society

Psychopathology moderates the negative parenting - behavior problems relationship

American Psychological Society

Early exposure to family conflict and community violence: Associations with behavioral adjustment at age 11

Society for Research in Adolescence

Home environment, self-control and resistance to peers: An examination of the differential susceptibility hypothesis

International Society for the Study of Behavioral Development

From parent to child to parent: Paths in and out of problem behavior

International Society for the Study of Behavioral Development
Edmonton, Alberta, Canada

Mobilizing resources within the home environment: Interventions to improve outcomes for children in Resource-constrained settings (Discussant)

International Society for the Study of Behavioral Development
Edmonton, Alberta, Canada

Social environment and child well-being in Taiwan: A Longitudinal Investigation (Organizer)

International Society for the Study of Behavioral Development
Edmonton, Alberta, Canada

The HOME Inventory: A world view for scientists And service professionals

EurlyAid2012
Braga, Portugal

Early intervention, early resiliency, and home environment: Relations to developmental status at age 8 and 18 for premature, low birth weight children born into poverty

EurlyAid2012
Braga, Portugal

The HOME Inventory – A world view

University of Porto
Portugal

Mothers, fathers, activities and outcomes: 3 Looks at life at home

University of Porto
Portugal

2013

Moderated relations among daily hassles, temperament, and empathy in pre-service teachers

Occasional Temperament Conference

Closeness and conflict in student-teacher relationships across primary grades: Complex processes and outcomes (discussant)

Society for Research in Child Development

From early childhood parenting to age 10 child outcomes: Findings from the Early Head Start research and Evaluation Project (organizer)

Society for Research on Child Development

Gender differences in child growth and mortality across the developing world

Society for Research in Child Development

Infant temperament moderates parenting effects

Society for Research in Child Development

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on resistance to peer-pressure

Coping and social support mediators between pre-service teachers' daily hassles and self-efficacy

Society for Research in Child Development

Supportive fathers moderate the effects of mothers' alcohol abuse on children's externalizing problems

Society for Research in Child Development

A longitudinal examination of anxiety risk across childhood and adolescence

Society for Research in Child Development

Parenting behavior: What shapes it? How do associations between parent and child behavior change for moms and dads over time?

Society for Research in Child Development

2014

Fostering children's cognitive and language development through home visiting: Supporting parent with varying warmth

Society for Research in Human Development

The home environments of immigrant adolescents: Findings from the New Immigrant Study

Society for Research in Human Development

Classroom-level adversity: The influence of collective child characteristics on first graders' social skills and problem behaviors

American Educational Research Association

Student-teacher temperament differentials: Implications for academic performance and school liking in kindergarten

American Educational Research Association

The home environment of infants and toddlers of legal immigrants in the US: Findings from the New Immigrant Study

World Association for Infant Mental Health

Mothers with alcohol problems' warmth and acceptance: Enough to protect children from later behavioral problems?

World Association for Infant Mental Health

The Home Observation for Measurement of the Environment and Family Map Inventories: Overlap & Differences

Head Start Research Conference

The HOME Inventory: Practical Considerations for Working with Families

Infant Toddler Mental Health Coalition of Arizona

The HOME Inventory: What We Have Learned About Family Conditions, Parents, and Children's Well-Being around the World

International Society for the Prevention of Child Abuse and Neglect
Nagoya, Japan

Classroom-level adversity, externalizing behavior and achievement: Direct and indirect associations In first grade

Society for Research in Child Development

Classroom-level adversity: Concurrent, longitudinal and differential relations with socially adaptive and Maladaptive behaviors

Society for Research in Child Development

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Classroom instructional and emotional support:
Examining thresholds of classroom quality across
the elementary years Society for Research in Child Development

A developmental analysis of caregiving across
the first year in 38 low- and middle-income countries Society for Research in Child Development

Why universal education matters: Pathways
among caregiver education, household resources,
and child growth in 39 LMIC Society for Research in Child Development

SEM assessment of the structural characteristics
and validity of the Early Adolescent HOME
Inventory Society for Research in Child Development

Fathers' autonomy support and social competence
of sons and daughters Society for Research in Child Development

WORKSHOPS:

Evaluating social service programs. Virginia Department of Social and Rehabilitative Service. Richmond, Virginia, 1975.

Assessing the quality of social support in the early environment Day Care Technical Assistance and Training Systems.
North Carolina Department of Education. Chapel Hill, North Carolina, 1977.

HOME Inventory. Alabama State Board of Nursing, University of Alabama at Birmingham. Birmingham, Alabama, 1978.

Assessing social development in young handicapped children. Technical Assistance Development System, University of
North Carolina, 1978.

HOME Inventory. Rhode Island Department of Education. Providence, RI, 1978.

Learning theory and applications. Arkansas Savings and Loans Associations. Little Rock, AR, 1979.

HOME Inventory. National Institute of Mental Retardation. Toronto, CANADA, 1979.

Educational evaluation, Little Rock Public Schools. Little Rock, AR, 1979 .

Home Assessment. Project ECHO, State Department of Education. Shawnee, OK, 1982.

Home Assessment. National Association of Pediatric, Nurse Associates and Practitioners 8th Annual Spring Seminar.
Little Rock, AR, 1982.

HOME Inventory. JFK Institute. Johns Hopkins University, Baltimore, MD, 1983.

HOME Inventory, Children's Hospital of Los Angeles. Los Angeles, CA, 1984.

HOME Inventory, Maternal & Child Health Conference. Columbia, MO, 1984.

HOME Inventory, University of California - Riverside, CA, 1986.

HOME Inventory, Bradley Hospital, Providence, RI, 1987.

Environmental assessment, DODDS Conference, Heidelberg, Germany, 1987.

HOME Inventory, Women & Infants Hospital, Providence, RI, 1988

Home assessment. North Central Ohio Special Education Regional Resource Center, Mansfield, OH 1988.

HOME Inventory, Women's & Infants Hospital, Providence, R.I., 1989.

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HOME Inventory, Nurse home visitation program, Memphis, TN, 1989.

Family Measurements Workshop, NICHD, Washington, D.C., 1990

Environmental Assessment Workshop, California Department of Maternal & Child Health, San Diego, Los Angeles, Oakland, and Sacramento, CA, 1990, 1991.

Research Practices, Families of Children with Special Needs, Gulf Coast Conference on Early Intervention, Pt. Clear, AL, 1991

Using the HOME Inventory in Multicultural Settings, The HOME Inventory - Psychometric Characteristics, The HOME Inventory - A Review of Findings, a series of presentations at the Centre for Intercultural Pedagogics, Leiden University, The Netherlands. 1991

HOME Inventory, Project PALS, University of California-San Diego, CA, 1991

HOME Inventory, New Mothers Study, Memphis, TN, 1992.

HOME Inventory, Mott Children's Research Foundation, Flint, MI, 1994.

Increasing Resiliency. Virginia Regional Perinatal Assoc. Abingdon, VA. 1995

HOME Inventory, University of Colorado. Denver, CO 1995

HOME Inventory, Dept. of Health. Columbus, OH 1997

HOME Inventory, Healthy Families Illinois, DeKalb, IL 1998

HOME Inventory, Starting Early Starting Smart, Chicago, IL 1998

HOME Inventory, Prevention of Neglect project, Baltimore, MD 1998

HOME Inventory, Clinical Trial/ Academic Achievement in Children with Hemophilia, Pasadena, CA 1998

HOME Inventory, Univ. of Tennessee, Knoxville, TN 1998

Home Environment, Oakville Mental Health Center, Memphis, TN 1999

HOME Inventory, Univ. of Wisconsin, Madison, WI 1999

HOME Inventory, Duke University Medical Center, Durham, NC 1999

HOME Inventory, Columbia University/New York State Psychiatric Institute 1999

Child Care HOME, Univ. of Alabama at Birmingham, 2000

HOME Inventory, Tulane Univ. Medical Center, 2000

Child Care HOME, Center for the Child Care Workforce, Univ. of California – Berkeley, 2001

HOME Inventory, Health Families Georgia, Atlanta, GA, 2001

HOME Inventory, Research Triangle Institute, Los Angeles, CA, 2002

HOME Inventory, Project on Parenting Neglect, Univ. of Alabama at Birmingham, AL 2002

HOME Inventory, Children with Traumatic Brain Injury. Cincinnati, OH, 2002

HOME Inventory, Children's Hospital, Milwaukee, WI 2003

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HOME Inventory, Little Rock, AR 2003

HOME Inventory, Delta State Univ. Early Mentoring Program, Indianola, MS 2003

HOME Inventory, University of North Carolina, Chapel Hill, NC 2004

HOME Inventory, HIPPY Program, Estes Park, CO 2005

HOME Inventory, Family Supportive Housing Center. St. Paul, MN 2008

HOME Inventory, Cincinnati Children's Medical Center. Cincinnati, OH 2009

HOME Inventory, Legacy for Children project, Miami, FL 2010

HOME Inventory, Legacy for Children project, Los Angeles, CA 2011

HOME Inventory. Tennessee Dept. of Health. Nashville, TN 2012

HOME Inventory. Oregon Health Authority, Early Head Start. Portland, OR 2013

HOME Inventory. California Home Visitation Program, CA Dept. of Public Health. Sacramento, CA 2013

HOME Inventory. American Academy of Pediatrics, San Diego, CA 2014

HOME Inventory, Ounce of Prevention Fund of Florida. Tallahassee, FL. 2014

The HOME Inventory: Missouri Department of Health and Senior Services. Jefferson City, MO. 2014

The Home Inventory. Duke University. Durham, North Carolina. 2014

The HOME Inventory. California Home Visitation Program. California Dept. of Public Health. Sacramento, CA, 2014

OTHER PROFESSIONAL ACTIVITIES:

Program and local arrangements chair. Annual meeting of the Mid-South Educational Research Association, Little Rock, 1980

Preparation of questions for Psychology section of Graduate Record Exam, 1977.

Book review. Addison Wesley, 1978, 1980.

Book review. Plenum, 1980, 1982.

Advisory Board, Footsteps Program. Arkansas Advocates for Children and Families.

Program review. International Conference on Infancy Studies, 1989.

Consultant reviewer (last 5 years). *Merrill-Palmer Quarterly, Early Development & Parenting, Journal of Research on Adolescence, Journal of Social Issues, Journal of Family Psychology, NHSA Dialog, Developmental Review, Journal of Applied Developmental Psychology, Psychological Bulletin, Allergy, Journal of Applied Social Psychology, International Journal of Behavioral Development, Archives of General Psychiatry, American Journal of Orthopsychiatry, Journal of Child Psychology & Psychiatry, Journal of Family Issues, Pediatrics, Journal of Developmental & Behavioral Pediatrics, Journal of Child & Family Studies*

Program review. Southwest Society for Research in Human Development, Austin, TX, 1982.

Test review. Burros Ninth Mental Measurements Yearbook, 1985.

Reviewer, Society for Research in Child Development, Biennial Conference, 1986

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Reviewer, Biennial Conference of the Southwestern Society for Research in Human Development, 1987

Reviewer, International Conference on Infancy, 1985

Reviewer, Fifth Biennial Conference on Infancy, 1985

Reviewer, Biennial Conference of Southwest Society for Research in Human Development, 1985

Program Co-chair: Southwest Society for Research in Human Development, Dallas, TX, 1990.

Program Committee, Southwest Society for Research in Human Development, Tempe, AZ, 1992.

Program Co-Chair, 6th International Conference on Children at Risk, Santa Fe, NM, 1992.

Reviewer, 2nd National Head Start Research Conference, 1993

Program Committee, Southwest Society for Research in Human Development, Austin, TX, 1994

Expert Panel, National Household Education Survey, Washington, DC, 1994

Grants Review, National Science Foundation, 1994, 1996, 1999, 2002

Reviewer, *Encyclopedia of Mental Health*, 1996

Reviewer, *Parents' Reports of School Practices to Involve and Support Families* (NCES 96-327). National Center for Education Statistics (US Dept. of Education), 1996.

Reviewer, Family/Relational measures: *Handbook on Psychiatric Measures & Outcomes*. American Psychiatric Association, 1997.

Program Review, American Educational Research Association annual meeting. 1997

Program Review, Southwestern Society for Research in Human Development, 1998

Steering Committee, Early Head Start Research Consortium, 1997-1998.

Local Arrangements, Southwestern Society for Research in Human Development, 1999-2000

Program Review Committee, International Conference on Infancy Studies, 2000

Review Committee, Head Start Research Conference, 1999-2000.

Review Committee, Society for Research in Child Development biennial meeting, 2000

Program Review Committee, International Conference on Infancy Studies, 2002

Review Committee, Society for Research in Child Development biennial meeting, 2003

ABC Evaluation Task Force, Arkansas 2000-2004

Reviewer, Wellcome Trust 2005.

Proposal Review, Univ. of Cyprus, 2005

Review Committee, Society for Research in Child Development biennial meeting, 2007

Chair, Panel 22, Society for Research in Child Development biennial meeting, 2009

Reviewer, International Conference on Infancy Studies biennial meeting, 2009

Chair, Panel 22, Society for Research in Child Development biennial meeting, 2011

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Reviewer, International Society for the Study of Behavioral Development biennial, 2012

Reviewer, Society for Research in Child Development, Themed Meetings, 2013

Reviewer, Society for Research in Child Development, 2014

GRANTS RECEIVED:

Carnegie Corporation of New York. 1974-75. Co-investigator.

Donaghey Foundation grant for faculty research. 1975-76, 1976-77, 1986-87.

Bureau for the Education of the Handicapped (GOO-77-00627). 1977-78. Principal Investigator.

National Institute of Mental Health (RO3-MH32110). 1978-79. Principal Investigator.

National Institute of Mental Health (RO3-MH35924). 1981-82. Principal Investigator.

National Institute of Child Health and Human Development (RO1- HD15744). 1981-83. Principal Investigator.

Office of Special Education (GOO8 103 278). 1981-83. Principal Investigator.

National Foundation March of Dimes. 1982-84. Principal Investigator.

Office of Special Education Research (GOO 300 014). 1983-86. Principal Investigator.

Arkansas Department of Social Services, 1984. Principal Investigator.

Office of Special Education Research (G00 86 30124). 1986-89. Principal Investigator.

Administration for Developmental Disabilities (06DD0405). 1988-1991. Director.

Governor's Developmental Disabilities Planning Council. 1988. Principal Investigator

Annie B. Casey Foundation (contract with Univ. of Wisconsin) 1988-1990. Co-PI.

Arkansas Developmental Disabilities Planning Council. 1988. Principal Investigator.

National Institute of Child Health and Human Development (U10 HD25460). 1989-2008. Principal Investigator.

National Institute of Child Health and Human Development (R01 HD31066). 1993-1996.
Principal Investigator.

HIPPY Arkansas. 1995. Co-PI.

Office of Educational Research and Improvement (R307 A60004) (contract with Univ. of North Carolina). 1996-2001.
Principal Investigator.

Administration on Children, Youth, & Families (90YF0008) (contract with Univ. of Arkansas for Medical Sciences). 1996-2005. Investigator.

Administration on Children, Youth, & Families (90YD0038). 1997-2001. Principal Investigator.

National Institute of Child Health and Human Development (R03 HD043082). 2003-2005. co-PI.

Arkansas Department of Education. 2007-2009. Evaluator.

Administration on Children & Families (90YFOO51). 2004-2007. Investigator. (contract with Univ. of Ark. for Medical Sciences). Investigator

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Administration on Children & Families (90YFOO41). 2005-2010. Investigator. (contract with Univ. of Ark. for Medical Sciences).

US. Dept. of Education (Q215H080001). 2008-2009. Investigator.(contract with the Univ. of Ark. for Medical Sciences)

Administration on Children & Families (90YR0011). 2007-2010. Principal Investigator.

Administration on Children & Families (90YDO254). 2008-2011. Investigator. (contract with Univ. of Ark. for Medical Sciences).

National Institute of Child Health and Human Development (R21 HD068721). 2011-2013. Principal Investigator

National Institute of Child Health and Human Development (R03 HD061483). 2011-2013. Investigator (contract with University of Michigan)

Health Resources and Services Administration (R40 MC25675). Principal Investigator. 2013-2016.

PUBLISHED ASSESSMENT TECHNIQUES:

Home Observation for Measurement of the Environment.

Locus of Control Inventory in Three Achievement Domains.

Pediatric Review and Observation of Children's Environments for Stimulation and Support.

Parental Investment in Children.

The Family Map

PUBLISHED BOOK REVIEWS:

Twins: Black and white, by R. T. Osborne. Athens, Georgia: Foundation for Human Understanding, 1980. Review appeared in *Physical and Occupational Therapy in Pediatrics*, 1981, 1, 87-90.

The ecology of preschool behavior, by P. K. Smith and K. J. Connolly. New York: Cambridge University Press, 1981. Review appeared in *Physical and Occupational Therapy in Pediatrics*, 1982, 2, 84-85.

Day care: Scientific and public policy issues, by E. F. Zigler and E. W. Gordon. Boston: Auburn House Publishing Co., 1982. Review appeared in *Physical and Occupational Therapy in Pediatrics*, 1983, 3, 97-100.

Educating handicapped infants: Issues in development and intervention, by S. G. Garwood and R. R. Fewell. Rockville, MD: Aspen Systems Corp., 1983. Review appeared in *Physical and Occupational Therapy in Pediatrics*, 1983, 3, 97-100.

Educating young handicapped children: A developmental approach, by S. G. Garwood. Rockville, MD: Aspen, 1983. Review appeared in *Physical and Occupational Therapy in Pediatrics*, 1984, 4, 89-92.

Assessment of multihandicapped and developmentally disabled children, by R. K. Mulliken and J. J. Buckley. Review appeared in *Physical and Occupational Therapy in Pediatrics*, 1985, 5, 102-105.

The at-risk infant: Psycho/social/medical aspects, by S. Harel and N. Anastasiow (Eds.), Baltimore: Brooks, 1985. Review appeared in *Child Development Abstracts*, 1985, 59, 313-314.

Toys as culture, by B. Sutton-Smith, New York: Gardner Press. Review appeared in *Contemporary Psychology*, 1987, 32, 516-517.

The Carolina curriculum for handicapped infants and infants at risk, by N. Johnson-Martin, K. Jens, and S. Attermeier. Baltimore: Paul H. Brookes, 1985. Review appeared *Physical and Occupational Therapy in Pediatrics*, 1987, 7, 112-115..

1/13/2015

Evaluating early intervention programs for severely handicapped children and their families, by L. Bickman & D. Weatherford (Eds.), Austin, TX: PRO-ED, 1986. Review appeared in *Physical and Occupational therapy in Pediatrics*, 1988, 8, 114-116.

The classroom observer, by A. Boehm & R. Weinberg. NY: Teachers College Press, 1987. Review appeared in *Contemporary Psychology*, 1989, 34, 675-676.

Assessment and programming for young children with low-incidence handicaps, by C. Reynolds and J. Clark (Eds.), New York: Plenum, 1985. Review appeared in *Physical and Occupational Therapy in Pediatrics*, 1988, 8, 101-102.

A community approach to an integrated service system for children with special needs, by R. Hazel, P. Barber, S. Roberts, S. Behr, E. Helmstetter, & D. Guess. Baltimore, MD: Paul Brookes Publishing Co., 1988. Review appeared in *Physical and Occupational Therapy in Pediatrics*, 1990, 10, 110-111.

Caring for children, Challenge to America., by J. Lande, S. Scarr, & N. Gunzenhauser. Hillsdale, NJ: Lawrence Erlbaum, 1989. Review appeared in *Child Development Abstracts and Bibliography*, 1991, 65, 93-94.

Preparing to work with persons with severe disabilities, by A. Kaiser & C. McWhorter (Eds.), Baltimore, MD: Paul H. Brookes Pub. Co., 1990. Review appeared in *Physical and Occupational Therapy in Pediatrics*, 1991, 11, 99-100.

The nature of nurture, by T. Wachs. Newbury Park, CA: Sage, 1992. Review appeared in *Child Development Abstracts and Bibliography*, 1993, 67, 102-104.

PUBLISHED LETTERS:

Lee, J.M., Kaciroti, N., Corwyn, R.R., Bradley, R.H. & Lumeng, J.C. (2007). Unsuspected consequences of the adolescent overweight epidemic. *Pediatrics*, 120, 925-926.

Sarah K. Brem
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Positions Held

Associate Professor, School of Social and Family Dynamics, Arizona State University, Tempe, AZ. 2010-Present.

Associate Professor, Division of Psychology in Education, Arizona State University, Tempe, AZ. 2005-2010.

Assistant Professor, Division of Psychology in Education, Arizona State University, Tempe, AZ. 1999-2005.

Education

NSF Postdoctoral Fellow in Science, Mathematics, Engineering, and Technology Education, University of California-Berkeley, Berkeley, CA. 1997-1999.

Ph.D., Cognitive Psychology, Northwestern University, Evanston, IL, 1997. Dissertation: *Explanation as evidence: Strategies and heuristics in informal argument* (Chair: Lance J. Rips)

M.S., Cognitive Psychology, Northwestern University, Evanston, IL, 1995. Thesis: *The role of familiarity in analogical retrieval* (Chair: Dedre Gentner)

A.B., Philosophy, The University of Chicago, Chicago, IL. Graduated with honors, 1990. Thesis: *Models and analogies in the discovery of chaos theory* (Advisor: William C. Wimsatt)

Research Interests

- Public understanding & use of scientific data and communications
- The influence of motivation and emotion on cognition
- Complexity & emergence
- Transdisciplinary approaches to research on learning and teaching science

Teaching & Mentoring

Committees Chaired

Nelson, K. G. (in progress). Doctoral student. Engineering Education.
Barnes, Elizabeth (in progress). Master's student. Society and Biology.
Barnes, Elizabeth (2013). Undergraduate Thesis. Society and Biology.
Chung, W. T. (2013). Doctoral student. Educational Psychology.
Ellingford, L. (2012). Doctoral student. Educational Psychology
Yun, M. (in progress). Optional Practical Training. Linguistics.
Scherr, J. (2010). Master's Applied Project. Curriculum and Instruction.
Austin, J. (2010). Master's Applied Project. Interdisciplinary Studies.
Hilpert, J. C. (2008). Ph. D., Educational Psychology.
Pennington, M. (2007). Ph. D., Educational Psychology.
Proctor, S. (2006). Ph. D., Curriculum & Instruction (Science and Math)
Hagler, D. A. (2005) Ph. D., Educational Psychology.
Hahn, D. (2005) Ph. D., Educational Psychology.
Romero, L. F. (2005) Ph.D., Educational Psychology.
Zambo, D. (2003). Ph. D., Educational Psychology.
Griffith, J. A. (2002). M.C., Counseling. (Co-chaired with Vivian Ota Wang)
Schindel, J. E. (1999). Bachelor's honors thesis. University of California, Berkeley. (Co-chaired with Michael Ranney)

Committee Member

O'Neill, E. (in progress). Ph.D. Educational Psychology.
Lee, J. (2013). Ph.D. Educational Psychology.
Shapcott, S. (2010). M.S. Educational Psychology.
Stump, G. (2010). Ph.D. Educational Psychology
Garcia, S. (2010). Ph.D. Educational Psychology.
Sampson, V. (2007). Ph. D., Curriculum & Instruction (Science and Math)
Wadsworth, L. (2007). Ph. D., Educational Psychology
Lynch, C. (2007). Ph. D., Educational Psychology
Hlava, T. A. (2006). Ph. D., Educational Psychology
Helbert, T. (2006). M.Ed., Curriculum & Instruction (Science and Math)
Iyer, R. (2005). Ph. D., Educational Psychology.

Heermann, M. (2004). M.A., Educational Psychology

Hong, J. Y. (2004). M.A., Educational Psychology

Hadjistassou, S. (2001). M.A. Department of Languages and Literature

Faculty Development & Teaching Awards

Exemplary Mentor Certificate, Preparing Future Faculty, Arizona State University. 2004.

Outstanding Mentor Award, Graduate Student Association, Arizona State University. 2003.

Wakonse Fellow, 2002. *Wakonse is a national organization supporting postsecondary teaching and learning. The selection of fellows is competitive. Fellows attend a three-day retreat, and facilitate faculty development workshops during the following academic year.*

Facilitator, Workshops on Designing Web-based Projects and Assessments, Center for Learning and Teaching Excellence, Arizona State University. November, 2002; February, 2003; February, 2004.

Other Activities

Guest Lecturer, Preparing Future Faculty, Fall 2009 & Fall 2010. Lecture and discussion on research productivity

Guest Lecturer, Preparing Future Faculty, Fall 2009. Lecture and discussion on the job-seeking process.

Faculty Advisor, Current Issues in Education, 2007-2009. Served as advisor to graduate-run peer-reviewed online journal that receives over 100 submissions per year.

Guest Lecturer, EDP 591: Self-Regulation, Fall 2006.

Guest Lecturer, EDP 591: Motivation, Fall 2005.

Guest Lecturer, ENG394: Science, Ethics, and the Public, Spring 2003.

Mentor, Preparing Future Faculty, Arizona State University. 1999-2000.

Mentor, Undergraduate Research Apprenticeship Program & Summer Research Opportunity Program. University of California, Berkeley. 1998-1999.

Research & Scholarly Activity

Fellowships & Awards

National Science Foundation Early Career Award, 2002.

National Science Foundation Postdoctoral Fellowship in Science, Mathematics, Engineering and Technology Education, 1997-1999.

Cognitive Science Fellowship, Northwestern University, 1996-1997.

Honorable Mention, National Science Foundation Predoctoral Fellowship, 1992.

Grants & Funding

Collaborative Proposal: Developing an instrument for measuring student innovative engagement. (April, 2013 – March 2015) \$121,083 (allocation 50%)

Engineering Research Center: Quantum Energy and Sustainable Solar Technology. (August 2011 – July 2016) National Science Foundation & Department of Energy 18.5M (allocation 5%)

Empirical Research, Emerging Research Strand: A Unified, Cross-domain Approach to Studying Learner Understanding of Emergence Arizona State University (Feb 2010-Jan 2013) \$674,180.00 (allocation 75%)

Collaborative Research: Facing the Challenges of Learning and Teaching About Evolution: A Synthesis Arizona State University Awarded (Jan 2007-Dec 2010) \$141,454.00 (sole PI; collaborative grant held by UNLV)

National Science Foundation. "CAREER: The Public Works Project: Investigating Critical Thinking In Multimedia Environments To Improve Public Utilization Of Science" \$331,000. (sole PI). January 2002-December 2006.

Renaissance School Institute. "Supporting the Use of Reading Renaissance Data in an Urban Title I Elementary School." \$180,000. August 2001-August 2004.(co-PI: J. Husman; school partner: Gilbert Unified School District) *\$100,000 in research funds to ASU, \$80,000 in training and equipment to Gilbert Unified School District.*

National Science Foundation. "Case-based reasoning in statistics education." \$74,622. (co-PIs: G. Runger, N. Hubele). December 2001-August 2003. *Proposal chosen to serve as a model for NSF grant writing workshops, Spring 2002.*

National Science Foundation. "Evolution in Everyday Life: Theory, evidence and social influences." \$45,672. March 2000 – June 2001. (sole PI).

National Science Foundation. "Postdoctoral Fellowship in Science, Mathematics, Engineering, and Technology Education. \$102,000. October 1997-June 1999. (Supervisor: M. Ranney).

Co-chair, Cognitive and Social Development Cluster, "ASU/Spencer Discipline-Based Scholarship in Education Program" Spencer Foundation. \$517,000. Fall 2002-Summer 2005. (PIs: D. Berliner, G. Glass, J. Tobin)

Journal Publications (* indicates student co-authors)

- * Hilpert, J., Brem, S.K., Carrion, M. L., Husman, J. (2012). Learning about HPV on the internet: The moderating role of moral values. *Sex Education, 12*, 259-272.
- *Stump, G. , Husman, J. & Brem, S.K. (2012) The Nursing Student Self-Efficacy Scale: Development Using Item Response Theory. *Nursing Research, 61*, 159-168.
- *Hilpert, J., Husman, J., Stump, G.S., Brem, S.K., Duggan, M.A., Kim, W., Chung, W. (2012). Examining Engineering Students Future Time Perspective: Pathways to Strategic Learning. *Japanese Journal of Psychological Research, 229-240*.
- * Hilpert, J.C., Brem, S.K., Husman, J. & Carrion, M. (2010) Young adult learning about human papillomavirus on the internet: What are the common misconceptions? *American Journal of Health Studies, 25*, 42-51.
- Toth, E.E., Brem, S.K., & Erdos, G. (2009). "Virtual Inquiry": Teaching Molecular Aspects of Evolutionary Biology Through Computer-Based Inquiry. *Evolution Education and Outreach, 2*, 679-687.
- Chi, M.T.H, & Brem, S. K. (2009). Contrasting Ohlsson's Resubsumption Theory With Chi's Categorical Shift Theory. *Educational Psychologist, 44*, 58-63.
- * Schrein, C.M., Lynch, J.M., Brem, S.K., Marchant, G.E., Schedler, K.K., Spencer, M.A., Kazilek, C.J., Coulombe, M.G. (2009). Preparing Teachers to Prepare Students for Post-Secondary Science: Observations From a Workshop About Evolution in the Classroom. *Journal of Effective Teaching, 9*, 69-80.
- * Hagler, D. A. & Brem, S. K. (2008). Reaching agreement: The structure & pragmatics of critical care nurses' informal reasoning. *Contemporary Educational Psychology, 33*, 403-424.
- Sinatra, G. M., Brem, S. K., Evans, E. M. (2008). Changing Minds? Implications of Conceptual Change for Teaching and Learning about Biological Evolution. *Evolution: Education and Outreach, 1*, 189-195.
- * Romero, L. F., Paris, S. & Brem, S. K. (2005) Children's comprehension and local-to-global recall of narrative and expository texts. *Current Issues in Education*. [online]
- * Hahn, D., Brem, S. K., & Semken, S. (2005). Exploring the social, moral, and temporal qualities of pre-service teachers' narratives of evolution. *Journal of Geoscience Education, 53*, 456-461.
- * Husman, J., Brem, S., & Duggan, M.A. (2005). Student goal orientation and formative assessment. *Academic Exchange Quarterly, 9(3)*, 355–359.
- Anijar, K. Z., Brem, S. K., Husman, J. (2005). In with a bang, out with a virus: Late night musings at the end of the world. *Journal of Curriculum Theorizing, 21*, 135-156.
- * Zambo, D. & Brem, S. K. (2004). Emotion and Cognition in Students Who Struggle to Read: New Insights and Ideas. *Reading Psychology, 25*, 189–204

- * Griffith, J. & Brem, S. K. (2004). Teaching evolution: Pressures, stress and coping. *Journal of Research in Science Teaching*, 41, 791-809.
- Brem, S. K. & Anijar K. Z. (2003). Mad scientists: Bioethics in film and fiction. *American Journal of Bioethics*, 3, 28.
- * Brem, S. K., Ranney, M. & Schindel, J. E. (2003). The perceived consequences of evolution: College students perceive negative personal and social impact in evolutionary theory. *Science Education*, 87, 181-206.
- Brem, S. K. (2003) Structure and pragmatics in informal argument: circularity and question-begging. *Trends in Cognitive Science*, 7, 147-149.
- Brem, S. K. (2002). Analyzing online conversations: Ethics, data & interpretation. *Practical Assessment, Research and Evaluation*. [online]
- Brem, S. K. (2002). What's worthwhile on the World Wide Web? Collective intuition, situated cognition, and the agenda of critical thinking. *Kairos: A Journal of Rhetoric, Technology, and Pedagogy*, 7 [online]
- * Brem, S. K., Russell, J. & Weems, L. (2001). Science on the Web: Evaluation of scientific arguments by a lay audience. *Discourse Processes*, 32, 191-213.
- * Russell, J., Brem, S. K., Weems, L. & Leonard, M. A. (2000). Tabloid Trash vs. Serious Science: A web-based critical thinking activity developed and implemented at a girls' school. *The Science Teacher*, March 2000, 44-47.
- Brem, S. K. & Rips, L. J. (2000). Explanation and evidence in informal argument. *Cognitive Science*, 24, 573-604.
- Brem, S. K. & Boyes, A. J. (2000). Using critical thinking to conduct effective searches of online resources. *Practical Assessment, Research and Evaluation*, 7 [online] reprinted as *ERIC/AE Digest Series, EDO-TM-00-07*. College Park, MD: University of Maryland.
- Rips, L. J., Brem, S., & Bailenson, J. (1999). Reasoning in dialogues. *Current Directions in Psychological Science*, 8, 172-177.
- Gentner, D., Brem, S., Ferguson, R. & Wolff, P., Markman, A. & Forbus, K. (1997). Analogy and creativity in the works of Johannes Kepler. In T. B. Ward, S. M. Smith, J. Vaid (Eds.) *Creative thought: An investigation of conceptual structures and processes*. Washington, DC: American Psychological Association. 403-459.
- Gentner, D., Brem, S., Ferguson, R., Markman, A., Levidow, B. B., Wolff, P. & Forbus, K. (1997). Analogical reasoning and conceptual change: A case study of Johannes Kepler. *Journal of the Learning Sciences*, 6, 3-40.

Edited Books & Book Chapters

- Brem, S. K., Sinatra, G., Stump, G., Heddy, B., Nelson, K., Reichenberg, R., (2013, August). From Molecules to Mammals: Domain specificity in reasoning about emergent systems.

Paper presented at the 15th Biennial conference of the European Association for Research on Learning and Instruction, Munich Germany.

Stump, G., Brem, S., Sinatra, G., Reichenberg, R., Heddy, B., & Muto-Nelson, K. (2013, August). Triangulating ants, protector geese, and slime mold armies: Routes to misconceptions about emergence. Poster presented at the 15th Biennial conference of the European Association for Research on Learning and Instruction, Munich Germany.

Chung, W. Brem, S.K., & Husman, J. (April, 2013). The contrast to corporal punishment: An autonomous construction of identity and interpersonal relationships with students. Paper presented at the annual meeting of the American Educational Research Association. San Francisco, CA. Rosengren, K., Brem, S.K., Evans, E.M. & Sinatra, G.M. (2012). *Evolution Challenges: Integrating Research and Practice in Teaching and Learning about Evolution*. Oxford: Oxford University Press.

Brem, S.K. & Sinatra, G.M. (2012). Commentary on Section II: Bringing Multiple Levels of Analysis to Bear on Evolution Teaching and Learning. In Rosengren, K., Brem, S.K., Evans, E.M. & Sinatra, G.M. (Eds). *Evolution Challenges: Integrating Research and Practice in Teaching and Learning about Evolution*. Oxford: Oxford University Press.

Proceedings Publications (* indicates student co-authors)

- *Brem, S. K., Stump, G. S., Sinatra, G., Reichenberg, R., & Heddy, B. (2012, August). Misconceptions Regarding Emergent Phenomena Vary By Domain. In N. Miyake, D. Peebles, & R. P. Cooper (Eds.), *Proceedings of the 34th Annual Conference of the Cognitive Science Society* (pp. 150-155). Austin, TX: Cognitive Science Society.
- *Nelson, K. G., Husman, J., Brem, S. K., Bowden, S. & Honsberg, C. (June, 2011). Optimizing Educational Approaches for University Photovoltaics Education. *Proceedings of the 37th Institute of Electrical and Electronics Engineering Photovoltaic Specialists Conference*; Seattle, WA
- Husman, J., Benson, L., & Brem, S. K. (2010). Understanding motivation in research and practice.. *Proceedings of the Frontiers In Education Conference*. Rapid City, SD.
- * Hagler, D., Brem, S. K. (2008). Nurses informal argument: Learning to justify the claim and reach agreement. In Barab, S.A., Hay, K.E, Songer, N.B., Hickey, D.T. (eds.) *Making a Difference*, vol. 2.
- * Hahn, D. & Brem, S. K. (2004). Good humanoid, bad humanoid. 2004 National Association of Research in Science Teaching Conference.
- * Kaufman, D. R., Ranney, M., Lewis, E., & Brem, S. K. (2000) Is an apatosaur a carnivore or a plant eater? Dinosaur knowledge as a fertile anchor for learning about evolution. *Proceedings of the Twenty-Second Annual Conference of the Cognitive Science Society*. Hillsdale, NJ: Lawrence Erlbaum Associates

Gentner, D. & Brem, S. (1999). Is snow really similar to a shovel? Distinguishing similarity from thematic relatedness. *Proceedings of the Twenty-First Annual Conference of the Cognitive Science Society*. Hillsdale, NJ: Lawrence Erlbaum Associates

Brem, S. & Rips, L. (1995). Explanation and evidence in informal reasoning. *Proceedings of the Seventeenth Annual Conference of the Cognitive Science Society*. Hillsdale, NJ: Lawrence Erlbaum Associates.

Technical Reports (* indicates student co-authors)

Brem, S. K. (2007). Technical Report on *Evolution Challenges* Meeting, Las Vegas, NV. Submitted to the membership of the *Evolution Challenges* Project and the National Science Foundation.

Brem, S. K. (2007). Technical Report on *Evolution Challenges* Meeting, Tempe, AZ. Submitted to the membership of the *Evolution Challenges* Project and the National Science Foundation.

Brem, S. K. (2007). Technical Report on *Evolution Challenges* Meeting, Lincoln, NE. Submitted to the membership of the *Evolution Challenges* Project and the National Science Foundation.

Brem, S. K. (2007). Technical Report on *Evolution Challenges* Meeting, Ann Arbor, MI. Submitted to the membership of the *Evolution Challenges* Project and the National Science Foundation.

Brem, S. K. (2007). Technical Report on *Evolution Challenges* Meeting, Boston, MA. Submitted to the membership of the *Evolution Challenges* Project and the National Science Foundation.

* Sadusky, L. A. & Brem, S. K. (2002). *The Effects of Accelerated Math on an Urban Title I Elementary School*. Technical Report submitted to Renaissance Learning, Inc.

* Sadusky, L. A. & Brem, S. K. (2002). *The Integration of Renaissance Programs into an Urban Title I Elementary School, and its Effect on School-wide Improvement*. Technical Report submitted to Renaissance Learning, Inc.

Refereed Presentations (* indicates student co-authors)

*Ellingford, L. & Brem, S. K. (2012, May) A survey of Education scholar's perceptions and practices regarding Open Access publishing practices. SPARC Annual Open Access Conference (*chosen as 1 of 20 papers to be highlighted for their innovative contributions to Open Access publishing*)

* Chung, W-. T., & Brem, S. K.. (2012, May). *Evaluating a ban policy through teacher narratives of changes*. Paper presented at the International Congress of Qualitative Inquiry, Urbana-Champaign, IL.

- * Chung, W-. T., & Brem, S, K,. (2012, April). *Could a ban change teachers?* Paper presented at the annual meeting of the American Educational Research Association, Vancouver, British Columbia, Canada.
- *Stump, G. S., Brem, S. K., Husman, J. (2012, April). Calibration of Self-Efficacy and Knowing. Paper presented at the annual meeting of the American Educational Research Association, Vancouver Canada.
- * Ellingford, L. & Brem, S.K.. (2012, April). Education Scholar's Perceptions and Practices Toward Open Access Publishing, Paper presented at the annual meeting of the American Educational Research Association, Vancouver, British Columbia, Canada.
- * Chung, W-. T., Brem, K. S., Husman, J., & Swadener, B. B. (2011, April). *The embodiment of role identity in teachers' classroom management strategy.* Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- * Ellingford, L. & Brem, S.K. (2011, November). Education scholars' motivations, approaches, and practices toward open access publishing. Poster presented at the Berlin 9 Open Access Conference 2011, Bethesda, MD.
- Brem, S. K. (2011, May). *The Good, The Mad, and the Ugly: Cinematic Portrayals of Scientists and the Implications for Science Education and Policy.* Paper presented at the Congress of Qualitative Inquiry, Urbana-Champaign, IL.
- * Chung, W-. T., & Brem, S.K. (2012, May). *Evaluating a ban policy through teacher narratives of changes.* Paper to be presented at the International Congress of Qualitative Inquiry, Urbana-Champaign, IL.
- * Husman, J., Puruhito, K., Ganesh, T., Stump, G., & Brem, S. K. (2010, September). Increasing motivation without decreasing instructional time: a brief intervention to improve engineering students' task value. Paper presented at the biannual meeting of the International Congress on Motivation, Porto Portugal.
- * Chung, W T., Brem, S. K., & Husman, J. (2010, September). Redefining Corporal punishment in narrative of teaching: Taiwanese teachers stories in reform context. Poster presented at the biannual meeting of the International Congress on Motivation, Porto, Portugal.
- * Lee, J. E., Husman, J., & Brem, S. (2010, August). *Does Self Psychology Need Future Time Perspective?* Poster presented at the annual meeting of the American Psychological Association, San Diego, CA.
- * Hilpert, J., Brem., S.K., & Erlandson, B., (2010). Testing the dissatisfaction hypothesis during an internet search task about HPV. Poster presented at the annual meeting of the American Educational Research Association, Denver, CO
- Brem, S.K., Sinatra, G. M. & Evans, E. M. (2009). Facing the Challenges of Learning and Teaching About Evolution: A Synthesis. Southwestern Consortium for Innovative Psychology in Education. Las Vegas, NV.

- * Chung, W. T., Brem, S. K. & Husman, J. (2009). Examining the relationship between Taiwanese teachers' efficacy, perceived control over students and instructional strategy change. European Association for Research on Learning and Instruction. Amsterdam, The Netherlands.
- Hilpert, J., Brem, S. K., Carrion, M. L., Husman, J., (2009). *An examination of dissatisfaction and moral values in young adult learning about HPV on the internet*. Paper presented at the biannual meeting of the European Association for Research in Learning and Instruction. Amsterdam, The Netherlands.
- Hilpert, J., Brem, S. K., & Husman, J., & Carrion, M. L., (2009). *Knowledge satisfaction, moral beliefs and human papillomavirus: A false sense of dissatisfaction*. Poster presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- * Hilpert, J. C., Brem, S. K., Husman, J. E., Carrion, M. (2009). Moral Beliefs, Knowledge Satisfaction, and Human Papillomavirus: A False Sense of Satisfaction. American Educational Research Association, New York, NY.
- Brem, S.K. (2008). Affective responses to evolutionary science and their potential effect on conceptual change. 6th International Conference on Conceptual Change. Turku, Finland.
- * Brem, S.K., Hilpert, J., Husman, J. (2008). Motivation, information behavior, and conceptual change: HPV and internet search strategies. 11th International Conference on Motivation. Turku, Finland.
- * Chung, W.T., Brem, S.K., Husman, J. (2008). Taiwanese schoolteachers' strategies to handle students' classroom behavior: a study of relation between teacher attribution and strategy preferences 11th International Conference on Motivation. Turku, Finland.
- * Hagler, D. & Brem, S. K. (2005). The Challenges of Applying Argumentation Research in Everyday Settings. Society for Text & Discourse Annual Meeting.
- * Hagler, D. & Brem, S. K. (2005). Informal Argument Justifying Clinical Nursing Decisions. National Consortium for Instruction & Cognition.
- * Brem, S., & Husman, J., (2004, May). *Assessment as Opportunity: Formative Assessment and Student Motivation* Paper presented at the 2004 annual meeting of the International Reading Association, Reno, NV.
- * Brem, S. K., Hahn, D., Libarkin, J., Kurdziel, J., Prather, E. & Slater, T. (2004). Telling Time. Annual Meeting of the National Association for Research in Science Teaching. Vancouver, BC.
- Wiley, J., Goldman, S., Chinn, C., Duschl, R., Brem, S. K., & Songer, N. (2004). *Annual Meeting of the American Educational Research Association*. San Diego, CA.
- * Romero, L. F. & Brem, S. K. (2004). *Annual Meeting of the American Educational Research Association*. San Diego, CA.
- * Samuels, J., Brem, S.K., Husman, J., Sadusky, L., Paul, T., Tardrew, S. (2004). *International Reading Association Research Workshops*. Reno-Tahoe, NV.

- * Sadusky, L., Brem, S. K., Dean, D., Kuhn, D., & Zambo, D. (2003). Thinking about thinking. *Annual Meeting of the American Educational Research Association*. Chicago, IL.
- * Zambo, D., Brem, S. K., Gutierrez, D., & Fuller, B. (2002). Uncovering the mental models of reading for students with learning disabilities. *Annual Meeting of the Arizona Educational Research Organization*. Tempe, AZ.
- Brem, S. K., Sandoval, W., Toth, E. E., Wiley, J. (2002). Inquiry, technology, and cognition: Theory and practice. *Proceedings of the 24th Annual Conference of the Cognitive Science Society*. Hillsdale, NJ: Lawrence Erlbaum Associates.
- * Sadusky, L. A., Brem, S. K. & Blanchard, G. (2002). The challenges of school reform: A discussion with parents, teachers, and students. *Annual Meeting of the Arizona Educational Research Organization*. Tempe, AZ.
- Anijar, K. & Brem, S. K. (2002). Education in the post-apocalyptic: On the ruins of the world. *Curriculum & Pedagogy*. Decatur, GA.
- * Battraw, J., DiCerbo, K., Ganesh, T., Stockford, S., Jetton, T., Kulikowich, J. & Brem, S.K. (2002) Text as a tool: Multiple perspectives and methodologies. *Annual Meeting of the American Educational Research Association*. New Orleans, LA.
- * Hagler, D.A. & Brem, S. K. (2001). Discourse Supporting Nursing Decisions: What's a Good Argument and When? *Annual Meeting of the National Consortium on Instruction and Cognition*. Seattle, WA.
- * Brem, S. K., Griffith, J. A., Kaufman, D. R., Ranney, M. A., Schindel, J. E., & Thanukos, A. (2001). What does it mean to evolve? *Annual Meeting of the American Educational Research Association*. Seattle, WA.
- Brem, S. K. (2001). Argumentation and the Web: How Skill and the Electronic Environment Affect Opportunities for Critical Thinking. *Annual Meeting of the American Educational Research Association*. Seattle, WA.
- * Griffith, J. A. & Brem, S. K. (2001). The perceived impact of evolutionary theory: Implications for teacher education. *Annual Meeting of the National Association for Research in Science Teaching*. St. Louis, MO
- Brem, S. K. (2000). Helping students ask effective questions about scientific claims: Navigating the “sound bite” environment. *Annual Meeting of the American Educational Research Association*. New Orleans, LA. (ERIC: ED441700)
- Brem, S. K. (2000). Using models of science to evaluate scientific arguments: Students, science education, and the popular media. *Annual Meeting of the National Association for Research in Science Teaching*. New Orleans, LA. (ERIC: ED441701)
- Brem, S. K. (2000). Questioning science: Student exploration of ecological problems in a “sound bite” environment. *Annual Meeting of the National Association for Research in Science Teaching*. New Orleans, LA.

- Brem, S. K., Russell, J., & Weems, L. (2000). Using argument to understand student inquiry on the Web. *Eleventh Annual Winter Conference on Text, Discourse & Cognition*. Jackson Hole, WY.
- * Kaufman, D., Thanukos, A., Ranney, M., Brem, S., & Kwong, C. (1999). Exploring the relationship between conceptual understanding and evolutionary reasoning. *Annual Meeting of the American Educational Research Association*. Montreal, Quebec.
- * Ranney, M., Adams, S., Siegel, M. & Brem, S. (1999). Reasoning about the environment: Prototypical cases and their educational implications. *Fifth Conference on Environmental Education*. Zurich, Switzerland.
- Gentner, D., Brem, S., Ferguson, R., Markman, A. & Forbus, K. (1993). Analogy and conceptual change in science. *Fifteenth Annual Meeting of the Cognitive Science Society*.

Invited/Non-refereed Presentations (* indicates student co-authors)

- Ellingford, L., Teng, Y. & Brem, S. K. (2010). Journal Talks: Current Issues in Education. American Educational Research Association. Denver, CO.
- Brem, S.K., Sinatra, G. M. & Evans, E. M., Metz, K., Nehm, R., & Keleman, D. (2010). Cognition and learning in science education: The case of evolution. National Science Foundation Primary Investigator Meeting for Research and Evaluation on Education in Science and Engineering. Arlington, VA.
- Schrein, C., Brem, S.K., Elser, J., Gadau, J., Marchant, G., Spencer, M. (2009). Teaching and learning evolution in America: Darwin's role in the classroom. Panel presentation and discussion. Arizona State University Darwinfest, Tempe, AZ.
- Brem, S.K., Sinatra, G. M. & Evans, E. M. (2009). Facing the Challenges of Learning and Teaching About Evolution: A Synthesis. Invitational Reception. National Science Foundation. Washington, DC.
- Marchant, G., Brem, S.K., Lynch, J.M., Kazilek, C., Coulombe, M., Cease, A., & Schrein, C. (2009). Teacher's workshop: Translating evolutionary science into the public classroom. Day-long workshop for K-12 teachers. Arizona State University Darwinfest, Tempe, AZ.
- Brem, S.K. (2009). Assessing the Evidence and Impacts of Proof of Concept Studies. Invited Presentation. 2009 Research and Evaluation on Education in Science and Engineering Primary Investigator Meeting. Center for Advancing Research and Communication. Washington, DC.
- Brem, S. K. (2003). Sociocultural factors in scientific dissemination. National Science Foundation Research, Evaluation, and Communication Principal Investigator's Meeting. Washington, DC.

- * Romero, L. F. & Brem, S. K. (2003). Sociocultural factors in conceptual change. *Twenty-Fifth Annual Conference of the Cognitive Science Society*. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Brem, S. K. (2002). Authoring tools for teachers: Using the Web for scaffolding and collaboration *Wakonse Arizona Fellows Conference*. Christopher Creek, AZ.
- Brem, S. K. (1999). Substituting explanations for evidence in everyday and scientific reasoning. *Invited paper presented at Bowling Green State University*. Bowling Green, OH.
- Brem, S. K. (1999). Explanation as evidence: Reasoning and argument in the context of everyday life. *Invited paper presented at the University of Michigan*. Ann Arbor, MI.
- Brem, S. K. (1999). The effect of explanation and alternative hypotheses on information-seeking strategies: Implications for science literacy. *Twenty-First Annual Conference of the Cognitive Science Society*. Hillsdale, NJ: Lawrence Erlbaum Associates.
- * Ranney, M., Diehl, C., Brem, S., Thanukos, A., Kaufman, D., & Schindel, J. (1999). The Evidence/Hypothesis Distinction, Evolution, and Explicating Knowledge: Recent Studies and Ideas from Berkeley's Reasoning Group. *Invited paper presented at the University of Waterloo*. Waterloo, Ontario.
- Brem, S. K. (1998). Cognitive processes in biology education. *First Annual Meeting of the National Science Foundation PFSMETE Program*. Santa Fe, NM.
- Brem, S. K. (1998). Assessing argument claims through explanation: A valuable tool, or a source of error? *Cognitive Psychology Colloquium Series*. Berkeley, CA.

Service Activity

Unit

- Member**, Ad Hoc Budget Advisory Committee to the Dean, College of Education (2002 - 2003)
- Member**, Operations Committee, College of Education (2000-2001)
- Chair**, Honors & Awards Subcommittee, Operations Committee (2001-2003)
- Affirmative Action Representative**, Faculty Search, Mathematics Education, Division of Curriculum and Instruction, (2000 – 2001)
- Reviewer**, Graduate Student Scholarship Applications. College of Education (2003)
- Personnel Committee**. The Sanford School. (2010-2013)
- Faculty Search**, Institute of the Learning Sciences, Arizona State University (2011-2012)

Learning Concentration Leader, Educational Psychology, Division of Advanced Studies in Learning, Technology, and Psychology in Education (2009)

Personnel Committee, Division of Psychology in Education, Personnel Committee (2006 – 2009; co-chair 2006, 2007)

Faculty Search, School Psychology, Division of Psychology in Education, Faculty Search (2006 - 2007)

Faculty Search, Measurement, Statistics, and Methodological Studies, (2005 - 2006)

Member, Division of Psychology in Education, Ad Hoc Committee to Identify Aspirational Peers (2004 - 2005)

Faculty Search, Educational Technology, Division of Psychology in Education, (2004 - 2005)

Learning Concentration Coordinator, Division of Psychology in Education (2000 - 2004)

Chair, Faculty Search, Learning Program, Division of Psychology in Education (2001 – 2002)

Faculty Search, Learning Program, Division of Psychology in Education (2000-2001)

Member, Ad Hoc Committee for Undergraduate Educational Psychology Major, Division of Psychology in Education (2002-2003)

Affirmative Action Representative, Faculty Search Committee, Learning Program, Division of Psychology in Education (2000-2001)

Member, Ad Hoc Curriculum Revision Committee, Division of Psychology in Education (2000-2001)

Faculty Search, Measurement, Statistics, and Methodological Studies, Division of Psychology in Education, 1999-2000.

Member, Curriculum Committee, Division of Psychology in Education, (1999 - 2000; 2001 - 2002).

Member, Graduate Admissions Committee, Program in Cognitive Psychology, Northwestern University, Evanston, IL. 1996-1997.

Member, Curriculum Development Committee, Program in Cognitive Psychology, Northwestern University, Evanston, IL. 1994-1995.

University

Facilitator, Workshops on Designing Web-based Projects and Assessments, Center for Learning and Teaching Excellence (2004 - 2006)

Presenter, Grant Proposal Reviewing Workshops, Graduate and Professional Student Association. (2004)

Member, Internal Review Panel, National Science Foundation (2002)

Presenter, Panel on Grantwriting, Center for Learning and Teaching Excellence (2002)

Presenter, Panel on Research & Creative Activity, New Faculty Orientation, (2001; 2002; 2003)

Member, Faculty Advisory Board, Center for Research on Education in Science, Mathematics, Engineering & Technology (1999-2001)

Community & Profession

Technical Assistance Consultant, National Science Foundation, (2010)

Treasurer, Southwest Consortium for Innovative Psychology in Education, (2009-2013)

Member, Editorial Board, Evolution Education and Outreach, (2007 – present)

Member, Editorial Board, *Practical Assessment, Research, and Evaluation*. (2002-present.)

Webmaster, American Psychological Association Division 15, Division History (2004 - 2006)

Technology Officer, Southwest Consortium for Innovative Psychology in Education (2005 - 2007)

Ad Hoc Reviewer, National Aeronautical and Space Administration, Intelligent Systems (2004)

Member, Research Advisory Board, Renaissance Learning, Inc. (2004 - 2012)

Review Panelist, National Science Foundation (2003; 2005; 2006)

Associate Editor, *Journal of Research in Science Teaching*, 2001-2005.

Mail Reviewer, National Science Foundation, 2000, 2001.

M. Jennifer Brougham, MSW
2124 E. Cathedral Rock Drive. Phoenix, AZ 85048 (480) 759-7334
E-mail JbroughamMSW@aol.com

PROFILE

An energized and motivated social worker/teacher with over twenty-five years of experience (at levels ranging from early childhood through university MA/MS) in classroom instruction, practice skills and advocacy including working with individuals with special needs. Experience in training and administrative projects in life-long learning curriculum, organizing events, program and in-service development, working with military families/programs, statewide and international community experiences, writing and presenting.

AREAS OF EXPERTISE:

Human Behavior and Development area for multi-aged normal and challenged populations from a sociological and family life theoretical foundation as well as clinical experience. Designed Department of Defense Family Advocacy Parenting classes. Educational and professional curriculum development for schools and community settings concerning social problem issues. Strong community social networking skills particularly within faith-based organization.

UNIVERSITY TEACHING EXPERIENCE:

(2000-present)

College of Public Programs

School of social work

Undergraduate Classes

Human Development, I and II
Theoretical Models and Interventions
Community Organization
Integrative Seminar

Graduate Classes

Social Work Practice Class I and II
Human Behavior I and II
Culture and Diversity
Mental Disorders (600 level)
Advanced Graduate Bridge Course
Online: Clinical Supervision (600 level)

Note: Bridge Course (SWG 598) I have taught from implementation of the course as well as having written the curriculum for the original Advanced Placement Course for the School of social work

Skills Lab for Foundation Year
Note: Authored the skill's lab curriculum
Field Liaison for graduate level interns

Interdisciplinary Studies

Human Behavior and Development through the life span

College of Liberal Arts

School of Social and Family Dynamics

Undergraduate Classes

Human Behavior and Development through the life span
Infant/Toddler Development
Parent/Adolescent Development
Personal Growth and Development
Marriage and Family

Globalization and Social Change
Cultural Diversity
Introduction to Sociology

Internet Classes and Learning Studio (ASU Online)

Marriage and Family
Advanced Marriage and Family
Human Behavior through the lifespan
Personal Growth and Development
Human Sexuality

Distinguished Faculty Associate, Barrett's Honor College-certificate was given three semesters.

Every semester work with at least five students on their honor projects or honor credits within coursework

Capstone Program

Worked with students within the Film School on research projects related to parenting and family networks.

Graduate School Teaching Assistant-College of Education, Dept. of Special Education
Phi Kappa Phi (The Honor Society of, 1995-lifetime member)

RESEARCH AREA

- **Working with Military Families**
- **Homeless and Working Poor Families within Tempe; Received several small grants for student interns; Received Pulliam grant in partnerships (\$140,000 over two years. Urban Outreach is the home of the grant but some monies were included for ASU students)**

RESPONSIBILITIES AND ACCOMPLISHMENTS: _____

- **Liddell, T. M., Thackeray, A., Brougham, M. J. (April 2014). *Using Technology to help online TAs: eManaging & eMentoring in a large-scale elearning environment*. Paper presentation at the National Social Science Association National Technology and Social Science Conference, Las Vegas, NV.**
- **Liddell, T. M., Brougham, M. J., Thackeray, A., Barratt, T. M., & Lohr, C. M. (July 2014). *What about the TAs? Managing teaching assistants in a large-scale online learning environment*. Poster Presentation at the International Center for Leadership Conference, Placencia, Belize**
- **Guest Presenter, Military Officers of America Association, California, 2013**
- **Textbook Reviewer, McGraw-Hill, 2013**
- **Technology Conference, Pearson Publishing, Las Vegas, Nevada, Feb., 2011**

- **Guest Presenter, Military Officers of America Association, California, Sept, 2011**
- **Guest Presenter, Air Force and Navy ROTC, on Relationships with families, both personal and professional, 2011**
- **Certificate of Plankownership awarded by the commander of the Navy, ROTC, for assistance in the building of the new Naval ROTC program at Arizona State University, May, 2011.**
- **Arizona State University Athletic Certificate for Most Inspiring Professor, May, 2010; May, 2009**
- **Arizona State University Disability Resource Center Appreciation Certificate, May. 2010**
- **Facilitator, Session: Opportunities and Challenges: The New World of Higher Education. It is discussing online course; course management of online courses; aligning courses with larger initiatives in reference to learning objectives. Mc-Graw Hill Symposium, February, 2010.**
- **Guest Presenter, Air Force ROTC, on Relationships with families, both personal and under a leadership command within the military, February, 2010**
- **Author, Ancillary for cultural diversity textbook, June, 2009**
- **Participant, Research Study on faith-based challenges, Baylor University, Waco, Texas, June 2009**
- **Director, Board, Urban Outreach Program, 2006- May, 2009**
- **Presenter for in-service education for faith-based teachers working with adolescents. 2009**
- **Judge, Graduate/PhD poster presentation for Graduates in Earth, Life and Social Sciences (GLESS), 2009**
- **Arizona State University Student Association 2007-2008 Outstanding Professor Award**
- **Authored the Business Model for the Urban Outreach Program, 2005**
- **College of Public Programs Community Leadership Award, 2007 (Please note that this award came for the program development of the Urban Outreach Program and from the intern nomination from the School of social work field office)**
- **Empire Who's Who: Empowering Executives and Professionals, 2006**
- **Designed Integrated Internship Program for an Urban Outreach Program for students within Arizona State University, 2005-2009**
- **Coordinate the multidiscipline internship, externship, and community service program with the various colleges and the athletic department with the Urban Outreach Program. (This is the development of community/faith-based partnerships within the community as put forth by President Crow)**
- **Grant monies brought in under the Urban Outreach Program (from Motorola, Keller Williams and the Pulliam.)**
- **Wesley Board Member, Campus Ministry Board ASU, 2006-2008)**

- **Textbook Reviewer for McGraw-Hill Publishing (Marriage and Family Text, 2008)**
- **Textbook Reviewer for Brooks/Cole Publishing (Development text)**
- **Human Development Instructor Manual (published summer, 2005)**
- **Contributor to university curriculum and textbook for social work**
- **Community speaker (volunteer) for HIV/AIDS program within Phoenix**
- **Supervisor for graduate field interns within hospital and school setting**
- **Charter School Infra-structure Developer/Consultant (Passed Arizona State Education board on first submittal-primary author)**
- **Began reading mentoring project through community guest reader program for a preschool**
- **Organized a class of elementary students to provide essential resources for a Battered Women's shelter as a classroom project.**
- **Author for monthly valley-wide publication on Child Development**
- **Designed the Master Piece Art Series for multi-aged preschool through kindergarten in coordination with the Phoenix Art Museum.**
- **Coordinator for Family Life Program for five departments in public school district (Administrative, supervision for a program; did development and implementation of program)**
- **Prince William County School District Teacher of Excellence Award, 1990**
- **Saunders Middle School Golden Apple Award, 1990**
- **Saunders Middle School Faculty Team Member Certificate, 1989**
- **Created, authored and facilitated curriculum for preschool through teen development programs**
- **Designed a Consumer Economic Life Skills program for middle school**
- **Facilitated discharge planning for spinal cord and brain injured persons**
- **Past School Board President for Special Needs Learning Academy**
- **Past School Board President for International School for Allied Forces Central Europe (NATO/AFCENT)**
- **Facilitated training for staff, parents and community members on life skill techniques for challenged individuals**
- **Designed and implemented parenting course**
- **Co-chaired multicultural task force for elementary school curriculum and community involvement**
- **Facilitated groups for at-risk youth for military community**
- **Coordinated Service Projects for youth with community agencies within the military community**
- **Supervisor for International Seminarians from Theological Institutes with family counseling.**
- **Directed Family Program, U. S. Military International Chapel: involved Program development, budget, budget forecasting, grant writing, writing newsletter, community, Family Advocacy, International partnerships, supervising volunteers, in-service workshops. It also involved data analysis. 1985-1987, Netherlands**
- **Coached Intramural tennis for middle school, Prince William County**

- **Volunteered with Special Olympics, homeless agencies, job and literacy programs**
- **Volunteered with Washington DC Children’s Hospital Crisis Nursery**
- **Outstanding Young Women of America, 1981**
- **Volunteer teacher within Religious Education classes-preschool through adult education. 1962-present day**

PROFESSIONAL HISTORY: _____

Arizona

Arizona State University	Full-time Instructor	2008-present
Arizona State University	Intern Field Liaison	2002-present
Arizona State University	Faculty Associate	2000-2008
Urban Outreach of Tempe	Director/Board of Directors	2006-May, 2009
Guest Educator Program	Kyrene School District	1990-2003
Montessori School	Education Consultant, Special Education	1999-2000
New Way Learning Academy	President/Board of Directors	1998-2000
Tesseract School	Master Educator/Supervision	1998-2000

Virginia

Prince William County Schools, Virginia	Department Chair/Family Life	1989-1990
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Netherlands

U. S. Military, Netherlands	Parenting/Family Advocacy Program	1984-1986
U. S. Military Netherlands	Co-Chair for School Board of the AFCENT International School	1984-1985

International Chapel

Netherlands	Director, Religious Education program Preschool through adults, five denominations	1983-1986
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Arizona

Williams AFB Hospital	Pediatric/OB Clinic Instructor/Counselor	1980-1983
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EDUCATION: _____

- **Post graduate studies, Arizona State University**
- **Master’s Degree, School of Social Work** Arizona State University 1994-1996

- **Bachelor of Science**, Family Life Studies Arizona State University 1977-1980
- **Internships:** Traumatic Brain/Spinal Cord Injury, Long-term Care, Obstetrics and Gynecology/Pediatric Clinics, Inner-city Student teaching.

CERTIFICATES:

- Arizona State Teaching Credential K-12 (under renewal)
- Special Education, K-12 (under renewal)
- CEU (120+ hours) certificates in Mental Health, Infant Mental Health and Child Development
- Masters of Catechetic, Diocese of Phoenix, Phoenix Arizona

PROFESSIONAL ORGANIZATIONS:

- National Social Science Association
- North American Association of Christians in Social Work
- Phi Kappa Phi (Lifetime member)
- American Association of University Women (AAUW)
- Sanford School of Social and Family Dynamics Internet/Online Faculty Group

José M. Causadias, Ph.D.

Hamilton College
Department of Psychology
College Hill Road
Clinton, NY 13323

Phone: 315-859-4367
Fax: 315-859-4807
Email: josecausadias@gmail.com
Webpage: <http://www.josemcausadias.com>

ACADEMIC POSITIONS

Assistant Professor: Hamilton College, Department of Psychology
Consulting Editor: Cultural Diversity and Ethnic Minority Psychology

EDUCATION

- Ph.D. Child Psychology**
University of Minnesota, Twin Cities, May 2014
- M.A. Child Psychology**
University of Minnesota, Twin Cities, December 2011
- Ph.D. Clinical Psychology (only coursework completed)**
Universidad Complutense de Madrid, Madrid, May 2004
- M.A. Psychotherapy**
Universidad Complutense de Madrid, Madrid, May 2003
- B.A. Psychology**
Universidad Santa María la Antigua, Panama, June 2001

PEER-REVIEWED PUBLICATIONS

- Causadias, J. M.,** Cicchetti, D., & Syed, M. (in preparation). Is there differential susceptibility to acculturation? Examining culture and biology interplay in the development of immigrants.
- Causadias, J. M.,** Telzer, E., & Gonzales, N. (in preparation). Culture and biology interplay.
- Causadias, J. M.** (2013). A roadmap for the integration of culture into developmental psychopathology. *Development and Psychopathology*, 25, 1375-1398.
- Causadias, J. M. &** Posada, G. (2013). The relevance of cross-national studies on early attachment: Research advances in Latin America. *Bulletin of the International Society for the Study of Behavioural Development*, 1(63), 18-21.

Causadias, J. M., Salvatore, J. E., & Sroufe, L. A. (2012). Early patterns of self-regulation as risk and promotive factors in development: A longitudinal study from childhood to adulthood in a high-risk sample. *International Journal of Behavioral Development*, 36(4), 293-302.

Causadias, J. M., Sroufe, L. A., & Herreros, F. (2011). The establishment of an attachment research network in Latin America: Goals, accomplishments, and challenges. *Attachment & Human Development*, 13(2), 193-198.

Causadias, J. M., Zapata, J. S., Barb, G. A., Sánchez, E. Y., Britton, G. B. (2010). Neuropsychology of crime: Executive function and intelligence in a sample of homicide perpetrators in Panama. *Acta Colombiana de Psicología*, 13(2), 47-56.

EDITED WORKS

Causadias, J. M., & Telzer, E. (Guest Editors). Special section on Culture and Biology Interplay, 2015. *Cultural Diversity and Ethnic Minority Psychology*

Causadias, J. M., Telzer, E., & Gonzales, N. (Editors). (in preparation). *Handbook of Culture and Biology Interplay*.

Torres de Cádiz, B., **Causadias, J. M.**, & Posada, G. (Eds.) (2014). *La teoría del apego: Investigación y aplicaciones clínicas* [Attachment theory: Research and clinical applications]. Psimática: Madrid.

BOOK CHAPTERS

Carlson, E. A., & **Causadias, J. M.** (2014). La observación y evaluación del apego en la infancia [Observation and assessment of attachment in infancy]. In B. Torres de Cádiz, **J. M. Causadias**, & G. Posada (Eds.), *La teoría del apego: Investigación y aplicaciones clínicas* [Attachment theory: Research and clinical applications]. Psimática: Madrid.

Causadias, J. M., & Carlson, E. A. (2014). La psicopatología del desarrollo y la teoría del apego [Developmental psychopathology and attachment theory]. In B. Torres de Cádiz, **J. M. Causadias**, & G. Posada (Eds.), *La teoría del apego: Investigación y aplicaciones clínicas* [Attachment theory: Research and clinical applications]. Psimática: Madrid.

Causadias, J. M., & Coffino, B. (2014). El apego, la conducta antisocial y el encarcelamiento: Una perspectiva del desarrollo [Attachment, antisocial behavior and imprisonment: A developmental perspective]. In B. Torres de Cádiz, **J. M. Causadias**, & G. Posada (Eds.), *La teoría del apego: Investigación y aplicaciones clínicas* [Attachment theory: Research and clinical applications]. Psimática: Madrid.

Lawler, J. M., & **Causadias, J. M.** (2014). La relación diádica entre la biología y el apego [The dyadic relationship between biology and attachment]. In B. Torres de Cádiz, **J. M. Causadias**, & G. Posada (Eds.), *La teoría del apego: Investigación y aplicaciones clínicas*

[Attachment theory: Research and clinical applications]. Psimática: Madrid.

Sroufe, L. A., Szteren, L., & **Causadias, J. M.** (2014). El apego como un sistema dinámico: Fundamentos de la teoría del apego [Attachment as a dynamic system: Principles of attachment theory]. In B. Torres de Cádiz, **J. M. Causadias**, & G. Posada (Eds.), *La teoría del apego: Investigación y aplicaciones clínicas* [Attachment theory: Research and clinical applications]. Psimática: Madrid.

MISCELLANEOUS PUBLICATIONS AND REPORTS

Sroufe, L. A., & **Causadias, J. M.** (2012). Maternal incarceration, separation, and child development: Evidence and alternatives. Santiago de Chile: United Nations Children's Fund (UNICEF).

FELLOWSHIPS

Doctoral Dissertation Fellowship, 2013-2014, \$22,500 plus tuition

University of Minnesota Graduate School

Topic: Understanding the Processes and the Consequences of Immigration

Doctoral Fellowship, 2009-2014, \$121,691

National Secretariat of Science, Technology and Innovation of Panama

GRANTS

Small Grant Program, 2013, \$800

Institute of Child Development, University of Minnesota

Topic: Understanding the Processes and the Consequences of Immigration

PI: José M. Causadias

Research and Development Grant FID08-011, 2007-2009, \$50,000

National Secretariat of Science, Technology and Innovation of Panama

Topic: Violence and Relational Rehabilitation in Panama: Effects of Attachment-Based Interventions

PI: José M. Causadias

CONFERENCE SESSIONS ORGANIZED

Causadias, J. M. (Chair). (2014, March). The role of culture and biology in adolescent development: Examining the interplay of culture, genetics, and neuroscience. Roundtable symposium at the biennial meeting of the Society for Research on Adolescence, Austin, Texas.

Causadias, J. M. (Chair). (2013, April). Developing research partnerships in developmental sciences In Latin America: Current challenges and future directions. Roundtable symposium at the biennial meeting of the Society for Research in Child Development, Seattle, Washington.

Causadias, J. M. (Chair). (2013, April). Latino students in developmental doctorate programs in the U.S.: Contributions, assets, and challenges. Roundtable symposium at the biennial meeting of the Society for Research in Child Development, Seattle, Washington.

Causadias, J. M. (Chair). (2011, April). Challenges and opportunities in attachment research in Latin America. Roundtable symposium conducted at the biennial meeting of the Society for Research in Child Development, Montreal, Canada.

CONFERENCE PRESENTATIONS

Causadias, J. M., Cicchetti, D., & Syed, M. (in review). Is there differential susceptibility to acculturation? Examining culture and biology interplay in the development of Asian and Latino adolescent immigrants. Paper symposium submission for the biennial meeting of the Society for Research on Adolescence, Philadelphia, Pennsylvania.

Keim, A., & **Causadias, J. M.** (in review). The role of culture in the development of behavior problems in adolescence: Exploring differences and commonalities between Asian and Latino immigrants. Poster submission for the biennial meeting of the Society for Research on Adolescence, Philadelphia, Pennsylvania.

Causadias, J. M. (2014, January). Application of attachment theory across cultures: What is general and what is specific? Roundtable symposium at the 3rd meeting of the Iberian-American Attachment Network, San Diego, California.

Causadias, J. M. (2012, January). Los procesos reguladores emocionales como mediadores entre el maltrato y los síntomas depresivos y de internalización [Emotional regulatory processes as mediators of the link between maltreatment, and depressive and internalizing symptoms]. Paper presented at the 2nd meeting of the Iberian-American Attachment Network, Santiago, Chile.

Causadias, J. M., Salvatore, J. E., & Sroufe, L. A. (2011, March). A longitudinal study of ego control and ego resiliency: Validation of emotional development constructs. Poster presented at the biennial meeting of the Society for Research in Child Development Montreal, Canada.

TEACHING EXPERIENCE

Instructor, Introduction to Psychology – Fall 2014

Hamilton College, Department of Psychology

Instructor, Adolescence – Summer 2013

University of Minnesota, Twin Cities, Institute of Child Development

Teacher Assistant, Senior Project – Spring 2013

University of Minnesota, Twin Cities, Institute of Child Development

Teacher Assistant, Introduction to Research Methods in Child Psychology – Fall 2012
University of Minnesota, Twin Cities, Institute of Child Development

Instructor, Introduction to Child Psychology – Spring 2012
University of Minnesota, Twin Cities, Institute of Child Development

Teacher Assistant, Introduction to Research Methods in Child Psychology – Spring 2012
University of Minnesota, Twin Cities, Institute of Child Development

Teacher Assistant, Children, Youth in Society – Fall 2009
University of Minnesota, Twin Cities, Institute of Child Development

RESEARCH EXPERIENCE

Director of the Culture and Biology Lab – 2014
Hamilton College, Department of Psychology

Research Assistant under Dante Cicchetti's supervision – 2011 to 2013
University of Minnesota, Twin Cities, Institute of Child Development.

Research Assistant under Alan Sroufe's supervision – 2009 to 2011
University of Minnesota, Twin Cities, Institute of Child Development

Junior Scientist - 2007 to 2009
Institute of Scientific Research and High Technology Services, Panama

PROFESSIONAL EXPERIENCE

Assistant Professor – 2014
Department of Psychology, Hamilton College

Research and Development National Director – from 2005 to 2007
National Secretariat of Science, Technology and Innovation - Panama

Treatment Program Manager - 2005
Ministry of Social Development (MIDES) - Panama

SERVICE

Consulting Editor, 2014: *Cultural Diversity and Ethnic Minority Psychology*

Reviewer, 2012-present: *Development and Psychopathology*

Reviewer, 2013-present: *Journal of Adolescence*

Curriculum Vita

Name: F. Scott Christopher

Address: The Sanford School of Social & Family Dynamics
Tempe, Arizona 85287-3701
Phone: (480) 965-0354
Email: Scott.Christopher@asu.edu

Education:

B.S.	1975	Psychology	University of Nebraska
M.S.	1979	Human Development & Family Studies	University of Nebraska
Ph.D.	1982	Family Studies & Human Development	Oregon State University

Professional Experience:

1997 – Present	Professor, Family & Human Development, Arizona State University, Tempe, Arizona.
Duties:	Teach undergraduate and graduate courses. Conduct research in the area of romantic relationships and human sexuality. Direct theses and dissertations. Engage in service for the university, college, department, and community.
1990 - 1997	Associate Professor, Family Resources & Human Development, Arizona State University, Tempe, Arizona.
1986 - 1990	Assistant Professor, Family & Human Development, Arizona State University, Tempe, Arizona.
1982-1986	Assistant Professor, Child & Family Studies, School of Home Economics, University of Nevada-Reno.
1980 - 1982	Teaching Assistant, Department of Human Development and Family Studies, Oregon State University.

Curriculum Vita

F. Scott Christopher, Ph.D.

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Professional Experience: (continued)

- 1980
Summer Teaching Assistant, Department of Human Development and Family Studies,
Oregon State University.
- 1979 - 1980 Research Assistant, Department of Human Development and Family Studies,
Oregon State University.
- 1979 - 1980 Teaching Assistant, Department of Psychology, Oregon State University.

Related Professional Experience:

- 1986 - 1990 Co-evaluator, Maricopa County's YWCA, Phoenix, Arizona.
- Duties: Designed and conducted evaluation of a teenage pregnancy prevention program.
Made recommendations for changes to YWCA's administration.
- 1984 - 1987. Research Consultant, Northern Nevada Fertility Clinic, Reno, Nevada.
- Duties: Consulted on marital interaction scales that could be used for clinical and research
purposes. Proposed analyses for data collected.
- 1983 - 1984 Consultant, Community Cooperative Child Care Center, Reno, Nevada.
- Duties: Consulted on family management techniques, child management techniques, and
staff relations.
- 1981 - Fall Intern, Benton County Mental Health Program, Corvallis, Oregon.
- Duties: Counselor with abused children's group. Conducted needs assessment and follow-
up of families with developmentally delayed child.

Book:

- Christopher, F. S. (2001). *To dance the dance: A symbolic interactional exploration of premarital
sexuality*. Mahwah, NJ: Lawrence Erlbaum.

Refereed Publications:

- Christopher, F. S., & Kisler, T. S. (2012). College Women's Experiences of Intimate Partner Violence:
Exploring Mental Health Issues. *NASPA Journal About Women in Higher Education*, 5, 166-183.
- Killoren, S. E., Updegraff, K. A., & Christopher, F. S. Umaña-Taylor, A. J. (2012). Mothers, fathers,
peers, and Mexican-Origin adolescents' sexual intentions. *Journal of Marriage and the Family*, 73,
209-220. Awarded *Best New Professional Research Article* – NCFR Men in Families Focus Group.
- Killoren, S. E., Updegraff, K. A., & Christopher, F. S. (2011). Family and cultural correlates of Mexican-
origin youth's sexual intentions. *Journal of Youth and Adolescence*, 40, 707-718.
- Anders, M. C., & Christopher, F. S. (2011). A socioecological model of rape survivor's decision to aid in
case prosecution. *Psychology of Women Quarterly*, 35, 92-106. *(Both authors contributed equally)*

Curriculum Vita

F. Scott Christopher, Ph.D.

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Refereed Publications: (continued)

- Killoren, S. E., Updegraff, K. A., Christopher, F. S., & Umana-Taylor, A. J. (2011). Mothers, fathers, peers, and Mexican-origin adolescents' sexual intentions. *Journal of Marriage and the Family*, 73, 209-220
- Kisler, T., & Christopher, F. S. (2008). Sexual exchanges and relationship satisfaction: Testing the role of sexual satisfaction as a mediator. *Journal of Social and Personal Relationships*, 25, 587-602. (Both authors contributed equally)
- Christopher, F. S., Pflieger, J. C., Canary, D., Guerrero, L., & Holtzworth-Munroe, A. (2008). Targeted neighborhood sampling: A new approach for recruiting abusive couples. *Journal of Family Violence*, 23, 89-100.
- Christopher F. S., & Pflieger, J. C. (2007). Sexual aggression: The darkside of sexuality in close relationships. *Annual Review of Sex Research*, 18, 115-142.
- Deardorff, J., Gonzales, N. A., Christopher, F. S., Roosa, M. W., & Millsap, R. E. (2005). Early puberty and adolescent pregnancy: The influence of alcohol use. *Pediatrics*, 116, 1451-1456.
- Christopher, F. S., & Sprecher, S. (2000). Sexuality in marriage, dating, and other relationships: A decade review. *Journal of Marriage and the Family*, 62, 999-1017. (Both authors contributed equally).
- Reprinted:
- Christopher, F. S., & Sprecher, S. (2009). Sexuality in marriage, dating, and other relationships: A decade review. In J. K. Davidson, N. B. Moore, and T. Fisher (Eds.), *Speaking of sexuality: Interdisciplinary reading, Third edition*. Los Angeles, CA: Roxbury
- Christopher, F. S., & Sprecher, S. (2005). Sexuality in marriage, dating, and other relationships: A decade review. In J. K. Davidson and N. B. Moore (Eds.), *Speaking of sexuality: Interdisciplinary reading, Second edition*. Los Angeles, CA: Roxbury.
- Christopher, F. S., & Sprecher, S. (2001). Sexuality in marriage, dating, and other relationships: A decade review. In R. M. Milardo (Ed.), *Understanding families into the new millennium: A decade in review*. Minneapolis, MN: National Council of Family Relations.
- Regan, P. C., Levin, L., Sprecher, S., Christopher, F. S., & Cate, R. (2001). Partner preferences: What characteristics do men and women desire in their short-term sexual and long-term romantic partners? *Journal of Psychology and Human Sexuality*, 12, 1-21.
- Madden-Derdich, D. A., Leonard, S. A., & Christopher, F. S. (1999). Boundary ambiguity and coparental conflict after divorce: An empirical test of a family systems model of divorce process. *Journal of Marriage and the Family*, 61, 588-598.
- Christopher, F. S., Madura, M. & Weaver, L. (1998). Premarital sexual aggressors: A multivariate analysis of social, relational, and individual correlates. *Journal of Marriage and the Family*, 60, 56-69.
- Christopher, F. S., (1995). Adolescent pregnancy prevention. *Family Relations*, 44, 384-391.

Curriculum Vita

F. Scott Christopher, Ph.D.

Page 4

Publications: (continued)

- Christopher, F. S., & Sprecher, S. (1995). Sexuality and close relationships. *Personal Relationships*, 2, 263-265.
- Christopher, F. S., Owens, L. A., & Stecker, H. L. (1993). An examination of men and women's premarital sexual aggressiveness. *Journal of Social and Personal Relationships*, 10, 511-527.
- Christopher, F. S., Owens, L. A., & Stecker, H. L. (1993). Exploring the darkside of courtship: A test of a model of male premarital sexual aggressiveness. *Journal of Marriage and the Family*, 55, 469-479.
- Christopher, F. S., Johnson, D. C., & Roosa, M. W. (1993). Family, individual, and social correlates of early Hispanic adolescent sexual expression. *Journal of Sex Research*, 30, 54-61.
- Wilson, P. M., & Christopher, F. S. (1993). The home-television environment: Mediating the effects of television on children. *Journal of Home Economics*, 84, 27-31.
- Roosa, M. W., & Christopher, F. S. (1992). Response to McBride and Thiel: Scientific criticism or obscurantism? *Family Relations*, 41, 468-469.
- Christopher, F. S., & Johnston, C. S. (1991). A multivariate analysis of the Eating Disorders Inventory: An examination of basic statistical assumptions. *Journal of the American Dietetics Association*, 92, 605-607.
- Johnston, C. S., & Christopher, F. S. (1991). Anorexic like behaviors in dietetic majors and other student populations. *Journal of Nutrition Education*, 23, 148-154.
- Johnston, C. S., Christopher, F. S., & Kandell, L. A. (1991). Pregnancy weight gain in adolescents and young adults. *Journal of American College of Nutrition*, 10, 185-189.
- Roosa, M. W., & Christopher, F. S. (1991). Evaluation of an abstinence only adolescent pregnancy prevention program: A replication. *Family Relations*, 39, 363-367.
- Christopher, F. S., & Roosa, M. W. (1990). An evaluation of an adolescent pregnancy prevention program: Is "just say no" enough? *Family Relations*, 39, 68-72.
- Reprinted:
Human Sexuality 91/92, Annual Editions. Guildford: Dushkin Publishing.
Marriage and the Family 92/93, Annual Editions. Guildford: Dushkin Publishing.
Marriage and the Family 91/92, Annual Editions. Guildford: Dushkin Publishing.
- Christopher, F. S., & Frandsen, M. M. (1990). Strategies of influence in sex and dating. *Journal of Social and Personal Relationships*, 7, 89-107.
- Fabes, R. A., Wilson, P., & Christopher, F. S. (1989). A time to reexamine the role of television in family life. *Family Relations*, 38, 337-341.

Curriculum Vita

F. Scott Christopher, Ph.D.

Page 5

Publications: (continued)

- Fabes, R. A., Fultz, J., Eisenberg, N., May-Plumlee, T., & Christopher, F. S. (1989). The effect of rewards on children's prosocial motivation: A socialization study. *Developmental Psychology, 25*, 509-515.
- Christopher, F. S., Fabes, R. A., & Wilson, P. (1989). Family television viewing: Implications for family life education. *Family Relations, 38*, 210-214.
- Christopher, F. S. (1988). An initial investigation into a continuum of premarital sexual pressure. *Journal of Sex Research, 25*, 255-266.
- Christopher, F. S., & Cate, R. M. (1988). Premarital sexual involvement: A developmental investigation of relational correlates. *Adolescence, 23*, 793-803.
- Kees-Martin, S. M., & Christopher, F. S. (1987). Family guided sex education: An impact analysis. *Social Casework, 68*, 358-364.
- Christopher, F. S., & Cate, R. M. (1985). Premarital sexual pathways and relationship development. *Journal of Personal and Social Relationships, 2*, 271-288.
- Christopher, F. S., & Cate, R. M. (1985). Anticipated influences on sexual decision making for first intercourse. *Family Relations, 34*, 265-270.
- Christopher, F. S., & Cate, R. M. (1984). Influences on sexual decision making. *Journal of Sex Research, 20*, 363-376.
- Porter, N. L., & Christopher, F. S. (1984). Infertility: Towards an awareness of a need among family life practitioners. *Family Relations, 33*, 309-315.
- Henton, J., Cate, R., Koval, J., Lloyd, S., & Christopher, F. S. (1983). Romance and violence in dating relationships. *Journal of Family Issues, 4*, 455-466.
- Cate, R. M., Henton, J., Koval, J., Christopher, F. S., & Lloyd, S. (1982). Premarital abuse: A social psychological perspective. *Journal of Family Issues, 3*, 61-78.

Edited Works:

- Christopher, F. S., & Johnson, S. L. (2009). Sexual aggression. In Harry T. Reis & Susan Sprecher (Eds.), *Encyclopedia of Human Relationships, Volume 3* (pp. 1452-1455). Thousand Oaks, CA: Sage.
- Kisler, T. S., & Christopher, F. S. (2008). Writing a letter to your sexual self. In C. F. Sori, & L. Hecker (Eds.), *Therapist's notebook III* (pp. 95-101). Binghamton, NY: Hawthorn Press.
- Sprecher, S., Christopher, F. S., & Cate, R. M. (2006). Sexuality in close relationships. In A. Vangelisti, & D. Perlman (Eds.), *Handbook on personal relationships* (pp. 463-482). New York: Cambridge Publishers.

Curriculum Vita

F. Scott Christopher, Ph.D.

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Edited Works: (continued)

Christopher, F. S., & Kisler, T. S. (2004). Sexual aggression in romantic relationships. In J. Harvey, A. Wenzel, & S. Sprecher (Eds.). *The handbook of sexuality in close relationships* (pp. 287-309). Hillsdale: Lawrence Erlbaum. *This volume was the winner of the 2006 Exceptional Merit Award by the Society for Sex Therapy and Research.*

Christopher, F. S., & Kissler, T. S. (2004). Exploring marital sexuality: Peeking inside the bedroom and discovering what we don't know – but should! In J. Harvey, A. Wenzel, & S. Sprecher (Eds.). *The handbook of sexuality in close relationships* (pp. 371-384). Hillsdale: Lawrence Erlbaum.

Christopher, F. S., & Lloyd, S. A. Physical and sexual aggression in relationships. (2000). In C. Hendrick & S. Hendrick (Eds.) *Close relationships: A sourcebook* (pp. 331-343). Thousand Oaks, CA: Sage.

Christopher, F. S. (1996). Adolescent sexuality: Explaining the magic and the mystery. In N. A. Vanzetti and S. Duck (Eds.) *A lifetime of relationships* (pp. 213-242). Pacific Grove: Brooks & Cole.

Christopher, F. S., & Sprecher, S. (Eds.). (1995). Sexuality and close relationships [Special Issue]. *Personal Relationships*, 2 (4).

Christopher, F. S. (1995). Adolescent sexuality. In D. Levinson (Ed.) *Encyclopedia of marriage and the family* (pp. 17-22). New York: Macmillan.

Christopher, F. S., & Roosa, M.W. (1991). Factors affecting sexual decisions in the premarital relationships of adolescents and young adults. In K. McKinney and S. Sprecher (Eds.) *Sexuality in close relationships* (pp. 111-135). Hillsdale: Lawrence Erlbaum.

Book Reviews:

Christopher, F. S. (1994). The Janus report on sexual behavior. S. S. Janus, & C. J. Janus. *Journal of Social and Personal Relationships*, 11, 634-636.

Christopher, F. S. (1993). Sexuality. S. Sprecher & K. McKinney. *Journal of Marriage and the Family*, 55, 1053.

Manuscripts Submitted:

Christopher, F. S., McKenney, S. J., & Poulsen, F. O. Early adolescents "Crushing": Pursuing romantic interests on a social stage. (*Revise & Resubmit*)

Christopher, F. S., Poulsen, F. O., & McKenney, S. J. Early adolescents and "Going Out": The emergence of romantic relationship roles. (*Revise & Resubmit*)

Manuscripts in Preparation:

Becnel, J., Christopher, F. S., & Simpkins, S. Socioeconomic status and early menarche in white and black girls.

McKenney, S. J., Rodgers, A., & Christopher, F. S. Alpha Males and Pretty Girls: Gendered Expectations of Early Adolescent Romantic Interests"

Christopher, F. S., Porter, C., Osborne, J., McKenney, S., Paulsen, F., & Jackson, D. Red flags in initial interactions: When first attraction is not enough.

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F. Scott Christopher, Ph.D.

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Research Grants & Contracts:

- 2012 College of Liberal Arts & Sciences Seed Grant: Lives of Teens – Focus Groups. Total: \$42,115.
- 2005 ISSR Catalyst Grant, Arizona State University: Intimate Partner Violence: Individual, Dyadic, and Ethnic Influences on Women’s Experiences of Violence – Sampling Study. Total: \$15,000.
- 2005 ISSR Catalyst Grant, Arizona State University: Intimate Partner Violence: Individual, Dyadic, and Ethnic Influences on Women’s Experiences of Violence – Consulting Workshop. Total: \$5,000.
- 1989 - 1990 Faculty Grant-In-Aid, Arizona State University: Individual and Relational Correlates of Premarital Sexual Influence Strategies. Total: \$850.
- 1986 - 1989 Maricopa County, YWCA, Phoenix: Evaluation of the Success Express Program, Co-evaluator. Total: \$15,269.
- 1989 College of Liberal Arts & Sciences, Arizona State University, Mini Grant: Influences on Premarital Sexual Behavior. Total: \$180.
- 1988 College of Liberal Arts & Sciences, Arizona State University, Mini Grant: Premarital Sexual Influence. Total: \$180.
- 1983 - 1984 Research Advisory Board, University of Nevada-Reno: The Nevada Family/Work Project. Total: \$450.

Keynote Address:

Christopher, F. S. *Towards a unifying theory for premarital sexuality.* Jointly sponsored annual meeting of the International Network on Personal Relationships and the International Society for the Study of Personal Relationships, Prescott, AZ, July, 2001.

Symposia (Refereed):

Jackson, D., Christopher, F. S., & Nemiro, J. When it doesn’t happen naturally: Infertility and couples’ perceptions of their sexuality and their relationships. In G. Birnbaum (Chair) *Sexual desire, the weakest link of couple interaction: integrating sexuality with other relationship dimensions.* Symposium conducted at the biennial meeting of the International Association of Relationship Research, Herzliya, Israel, July 2010.

Christopher, F. S. Chair. *Conflict, intimate partner violence, and relationships.* Symposium conducted at the biennial meeting of the International Association of Relationship Research, Providence, July, 2008.

Christopher, F. S., Pflieger, J., Canary, D. & Guerrero, L. Physical abuse and mental health: Considering the role of sex and control. In F. Christopher (Chair) *Conflict, intimate partner violence, and relationships.* Symposium conducted at the biennial meeting of the International Association of Relationship Research, Providence, July, 2008.

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F. Scott Christopher, Ph.D.

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Symposia (Refereed): (continued)

Anders, M., & Christopher, F. S. Seeking justice: A socioecological model of rape survivors' prosecution decisions. In F. Christopher (Chair) *Conflict, intimate partner violence, and relationships*. Symposium conducted at the biennial meeting of the International Association of Relationship Research, Providence, July, 2008.

Kisler, T., Shannon, J., & Christopher, F. S. Women's experiences of intimate partner violence: Exploring mental health issues. In F. Christopher (Chair) *Conflict, intimate partner violence, and relationships*. Symposium conducted at the biennial meeting of the International Association of Relationship Research, Providence, July, 2008.

Christopher, F. S. Discussant. In Niehuis, S., Huston, T., & Rosenband, R. *The link between courtship and marriage: A new conceptual model and critique of methods*. Theory Construction and Research Methodology Workshop held at the annual meeting of the National Council on Family Relations Annual Conference, Phoenix, November 2005.

Christopher, F. S. Discussant. In R. P. Dennison, D. Collins, L. Ruddick, B. Ogolsky, A. Reesing, C. A. Ridley, and R. M. Cate (Co-chairs) *Sexual desire and behavior in gay and lesbian couples: The University of Arizona Project*. Symposium conducted at the annual meeting of the National Council on Family Relations Annual Conference, Orlando, November, 2004.

Christopher, F. S., & Kissler, T. S. *Exploring marital sexuality: Peeking inside the bedroom and discovering what we don't know – but should!* In J. Harvey, and A. Wenzel (Co-chairs) *New directions in understanding sexuality in close relationships*. Symposium conducted at the biennial meeting of the International Association of Relationship Research, Halifax, July, 2001.

Christopher, F. S. & Jacobs Carter, S. *Feigning sexual desire and experiencing sexual coercion: Separate or overlapping experiences?* In S. K. Sprecher and S. S. Hendrick (Co-chairs) *Sexuality and Relationship Quality*. Symposium conducted at the annual meeting of the National Council on Family Relations, Minneapolis, November, 2000.

Christopher, F. S., & O'Neal, K. *Assigning blame to victims and perpetrators of aggression in vignettes: The importance of considering respondent's life experiences and attitudes*. In W. Affifi (Chair) *Sexuality and relationship processes*. Symposium conducted at the biennial meeting of the International Network on Personal Relationships, Louisville, July, 1999.

Kellar-Guenther, Y., & Christopher, F. S. *Getting a partner to use of a condom: Identifying strategies for partner compliance*. In L. B. Dutton (Chair) *Condom use in relationships*. Symposium conducted at the biennial meeting of the International Conference on Personal Relationships, Saratoga Springs, NY, June, 1998.

Kellar-Guenther, Y., & Christopher, F. S. *How effective are sexual history discussions?* In S. Metts and S. Sprecher (Chairs), *Sexual issues in casual and committed relationships*. Symposium conducted at the biennial meeting of the International Network on Personal Relationships, Oxford, OH, June, 1997.

Reinholtz, C. A., & Christopher, F. S. *Predicting HIV related condom use: A test of the theory of reasoned action*. In W. Furman (Chair), *Sexuality and close relationships*. Symposium conducted at the biennial meeting of the Society for Research on Adolescence, San Diego, February, 1994.

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F. Scott Christopher, Ph.D.

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Symposia (Refereed): (continued)

Christopher, F. S. Discussant. In Kenneth Davidson Sr. (Chair), *Risk related sexual behaviors among college students: Reason or rationalization*. Symposium conducted at the annual meeting of the National Council on Family Relations, Baltimore, November, 1993.

Christopher, F. S. Chair, *Sexual expression, relationship experiences, and gender: A Symposium*. A symposium conducted at the annual meeting of the National Council on Family Relations, Orlando, November, 1992.

Owens, L. A., & Christopher, F. S. *Low commitment and high sex: What does it mean for the relationship experiences of single women?* In F. S. Christopher (Chair), *Sexual expression, relationship experiences, and gender: A Symposium*. A symposium conducted at the annual meeting of the National Council on Family Relations, Orlando, November, 1992.

Professional Presentations (Refereed):

Christopher, F. S., McKenney, S. J., & Poulsen, F. O. *Early adolescents "Crushing": Pursuing romantic interest on a social stage*. Biennial meeting of the International Association of Relationships Researchers, Melbourne, Australia, July, 2014.

Rogers, A. A., Christopher, F. S., McKenney, S. J. *The gendered qualities of early adolescent romantic relationships*. Gender Development Research Conference, Santa Cruz, October 2014.

Becnel, J., Simpkins, S., Christopher, F. S. *Trajectories of sexual risk and pregnancy for early developing girls*. Biennial meeting of the Society for Research on Adolescence, Austin, March, 2014.

Adams, R., McKenney, S. J., & Christopher, F. S. *Alpha males and pretty girls: Gendered expectations of early adolescent romantic interests*. Biennial meeting of the Society for Research on Adolescence, Austin, TX, March, 2014.

Christopher, F. S., & Poulsen, F. O. Red flags in dating: Initial interactions gone bad. International Association of Relationship Researchers Mini-conference on Multi-level Motivations in Close Relationships, Louisville, October, 2013.

Becnel, J., Christopher, F. S., & Simpkins, S. Predicting racial variations in girls pubertal maturation: The role of SES. Biennial meeting of the Society for Research on Child Development, Seattle, April, 2013.

Jackson, D., & Christopher, F. S. *Help! We want a baby: A systems approach analysis to the medical and relational experience of couples seeking infertility treatment*. International Association of Relationship Researchers Mini-conference on Health, Emotion, and Relationships, Tucson, October, 2011.

Wheeler, L. A., Updegraff, K. A., Christopher, F. S., & Umaña-Taylor, A. J. *Using theory to advance understanding of couple relationships*. Annual meeting of the National Council on Family Relations, Theory & Research Methodology Workshop, Orlando, November, 2011.

White, A. M., & Christopher, F. S. *Family Social Capital and Developmental Theory*. Annual meeting of the National Council on Family Relations, San Francisco, November, 2009.

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F. Scott Christopher, Ph.D.

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Professional Presentations (Refereed): (continued)

- Christopher, F. S., Kisler, T. S., & Johnson, S. L. *Bookends: Beginnings and Endings for Women in Violent Relationships*. Biennial Mini-Conference of the of the International Association of Relationships Researchers, Lawrence, November, 2009.
- Christopher, F. S., Kisler, T. S., & Johnson, S. L. *Experiences with partner violence and mental health problems: exploring patterns*. Annual meeting of the National Council on Family Relations Annual Conference, Little Rock, November, 2008.
- Guerrero, L., Christopher, F. S., Pflieger, J. C., & Canary, D. *Intimate partner violence: An investment model explanation of commitment in abusive conjugal relationships*. Annual meeting of the WSCA Interpersonal Communication Interest Group Conference, Denver, February, 2008.
- Christopher, F. S., Pflieger, J. C., Canary, D., Guerrero, L., Granville, B. E., & Holtzworth-Munroe, A. *Targeted neighborhood sampling: A new approach for recruiting abusive couples*. Annual meeting of the National Council on Family Relations Annual Conference, Minneapolis, November, 2006.
- Kisler, T. S., & Christopher, F. S. *Sexual exchanges and relationship satisfaction*. Annual meeting of the Society for the Scientific Study of Sexuality, Las Vegas, November, 2006.
- Kisler, T. S., & Christopher, F. S. *Sexual aggression in intimate relationships: Victims' perspectives*. Annual meeting of the National Council on Family Relations, Orlando, November, 2004.
- White, A. M., Christopher, F. S., & Payne, T. *Cohabitation: Does it make a difference in the early years of marriage?* Annual meeting of the National Council on Family Relations, Orlando, November, 2004.
- Kisler, T., & Christopher, F. S. *Victims' perspectives of sexual aggression in intimate relationships*. Biennial meeting of the International Association of Relationships Researchers, Madison, July, 2004.
- White, A., Payne, T., & Christopher, F. S. *Living together before marriage: Does it make a difference?* Biannual meeting of the International Association of Relationships Researchers, Madison, July, 2004.
- Goodfriend, W., Etcheverry, P., Metts, S., & Christopher, F. S. *The IARR New Scholars Workshop: Information and insights*. Biannual meeting of the International Association of Relationships Researchers, Madison, July, 2004.
- Burrell, G., Roosa, M.W. & Christopher, S. *The relationship between cultural adaptation and mental health in Mexican-American adolescents: A socio-cognitive model of culture and adjustment*. Annual meeting of the National Council on Family Relations Annual Conference, Vancouver, B. C., Canada, November, 2003.
- Christopher, F. S., Kisler, T. S., & Burch, S. *Single men's use of sexual aggression: A meta-analysis and implications for intervention*. Annual meeting of the National Council on Family Relations, Houston, November, 2002.
- Christopher, F. S., Burch, S., & Kisler, T. S. *Men's use of sexual aggression in dating relationships: A meta-analysis*. Annual meeting of the Society for the Scientific Study of Sexuality, San Diego, October, 2001.

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F. Scott Christopher, Ph.D.

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Professional Presentations (Refereed): (continued)

Christopher, F. S., McQuaid, S., & Updegraff, K. *Single women's sexual coercion: A Symbolic Interactional investigation.* Annual meeting of the Society for the Scientific Study of Sexuality, St. Louis, November, 1999.

O'Neal, K., & Christopher, F. S. *Attitudes about physical and sexual aggression in dating.* Annual meeting of the National Council on Family Relations, Irvine, November, 1999.

Christopher, F. S., McQuaid, S., & Updegraff, K. *Relational predictors of single women's use of sexual coercion.* Annual meeting of the National Council on Family Relations, Milwaukee, November, 1998.

Christopher, F. S., & McQuaid, S. *Dating relationships and men's sexual aggression: A test of a relationship-based model.* Biennial meeting of the International Society for the Study of Personal Relationships, Saratoga Springs, NY, June, 1998.

Levin, L. A., Sprecher, S., Cate, R., Christopher, F. S., & Regan, P. *Characteristics desired in a casual sexual partner vs. a long-term mate.* Biennial meeting of the International Network on Personal Relationships, Oxford, OH, June, 1997.

Christopher, F. S. & Kellar-Guenther, Y. *Sharing sexual histories while dating: Correlates of who's telling all and who isn't.* Annual meeting of the National Council on Family Relations, Kansas City, November, 1996.

Christopher, F. S., & Kellar-Guenther, Y. *Sharing sexual histories: Who talks before, who talks after, and who doesn't talk at all.* Biennial meeting of the International Society for the Study of Personal Relationships, Banff, Canada, August, 1996.

Christopher, F. S., Madura, M., & Weaver, L. *Sexual aggression while dating: An examination of social, relational, and individual correlates.* Annual meeting of the National Council on Family Relations, Portland, November, 1995.

Reinholtz, C.A., & Christopher, F. S. *Condom use and the theory of reasoned action.* Annual meeting of the National Council on Family Relations, Minneapolis, November, 1994.

Christopher, F. S. *Testing a model of sexual involvement in dating: The role of relationship and individual variables.* Annual meeting of the National Council on Family Relations, Baltimore, November, 1993.

Christopher, F. S. *Sexual involvement in dating: The role of relationship and individual variables.* Fourth International Network Conference on Personal Relationships, Milwaukee, June, 1993.

Christopher, F. S., Owens, L. A., & Londen, H. L. *Examining the darkside of courtship: A model of male premarital sexual aggression.* Annual meeting of the National Council on Family Relations, Denver, November, 1991.

Christopher, F. S., Londen, H. L., & Owens, L. A. *Relational correlates of premarital sexual aggression.* Third Iowa Network Conference on Personal Relationships, Normal/Bloomington, May, 1991.

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Professional Presentations (Refereed): (continued)

Christopher, F. S., & Frandsen, M. M. *Dating experiences and premarital sexual attributions.* Annual meeting of the National Council on Family Relations, Seattle, November, 1990.

Roosa, M.W., Christopher, F. S., Johnson, D., & Pettiti, A. *Influences on early adolescent sexual behavior: A test of the Strouse and Fabes (1987) model.* Annual meeting of the National Council on Family Relations, Seattle, November, 1990.

Roosa, M.W., & Christopher, F. S. *An evaluation of an adolescent pregnancy prevention program: Is "Just say no" enough"?* Annual meeting of the Society for Research in Adolescence, March, 1990.

Roosa, M.W., & Christopher, F. S. *Just say no to sex: Ephemeral idea of solid intervention concept?* Annual meeting of the National Council on Family Relations, New Orleans, November, 1989.

Christopher, F. S., & Peterson, G. W. *Perceived power and premarital sexual activity: The role of parents and peers.* Annual meeting of the National Council on Family Relations, New Orleans, November, 1989.

Christopher, F. S., & Frandsen, M. M. *Influence, dating, and sexual involvement: An experimental investigation.* Second Iowa Conference on Personal Relationships, Iowa City, May, 1989.

Fabes, R., Christopher, F. S., & Wilson, P. *A comparative analysis of mothers' views of the effects of TV on their children.* Biennial Conference of the Society for Research in Child Development, Kansas City, MO., April, 1989.

Christopher, F. S., & Frandsen, M. M. *Strategies of influence in sex and dating: Trying to change a partner's behavior.* Annual meeting of the National Council on Family Relations, Philadelphia, November, 1988.

Christopher, F. S., & Frandsen, M. M. *Sex and dating: How partners attempt to influence one another.* Fourth International Conference on Personal Relationships, Vancouver, British Columbia, July, 1988.

Christopher, F. S., Fabes, R. A., & Wilson, P. *Family structure and family television viewing habits and attitudes.* Annual meeting of the National Council on Family Relations, Atlanta, November, 1987.

Fabes, R. A., Wilson, P., & Christopher, F. S. *A time to reexamine the role of television in family life.* Annual meeting of the National Council on Family Relations, Atlanta, November, 1987.

Christopher, F. S., Cummings, N., & Zimmerman, J. *Spousal differences in coping patterns for dual work couples.* Annual meeting of the National Council on Family Relations, Atlanta, November, 1987.

Fabes, R.A., Fultz, J., Plumlee, T., Christopher, F. S., & Paxton, M. *Direct and vicarious effects of rewards on children's prosocial motivation.* Southwestern Psychological Association, New Orleans, April, 1987.

Christopher, F. S. *Premarital sexual aggression: A social psychological investigation.* Annual meeting of the National Council on Family Relations, Dallas, November, 1985.

Kees, S. M., & Christopher, F. S. *Family guided sex education: An impact study.* Annual meeting of the National Council on Family Relations, Dallas, November, 1985.

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Professional Presentations (Refereed): (continued)

- Christopher, F. S. *Premarital sexual aggression: A look beyond kissing, petting, and intercourse.* Annual meeting of the Pacific Sociological Association, Albuquerque, April, 1985.
- Christopher, F. S., & Cate, R.M. *Predicting premarital sexual intimacy.* Annual meeting of the National Council on Family Relations, San Francisco, October, 1984.
- Christopher, F. S., Oliver, N., & Zimmerman, J. D. *Adolescence.* Panel presentation at the Annual meeting of the Nevada Home Economics Association, Reno, October, 1984.
- Christopher, F. S., & Cate, R. M. *Premarital sexual pathways and relationship development.* Second International Conference on Personal Relationships, Madison, July, 1983.
- Cate, R. M., & Christopher, F. S. *Influences on premarital sexual decision making.* First International Conference on Personal Relationships, Madison, July, 1982.
- Christopher, F. S., & Cate, R. M. *Premarital sexual decision making.* Annual meeting of the National Council on Family Relations, Washington, D.C., October, 1982.

Invited Workshops:

- Bryant, L., Christopher, F. S., & Horan, S. *Having a balanced career: Managing family, teaching, research, and service.* International Association of Relationship Researchers New Scholars Conference, Louisville, October, 2013.
- Christopher F. S., & Colby, B. *Navigating academic integrity issues as a Director of Undergraduate Studies.* College of Liberal Arts & Sciences, Arizona State University, August, 2012.
- Christopher, F. S., Cunningham, M., Fitzpatrick, J. *Balancing work, family, and personal life.* International Association of Relationship Researchers New Scholars Conference, November, 2009.
- Christopher, F. S. *Judaism, Sex, and Today's Teen: A Workshop for High School Sophomores and Parents.* Temple Emanuel of Tempe, annually 2006-2014.
- Christopher, F. S. *Gays, Lesbians, and Judaism: A Workshop for Teens and Parents.* Temple Emanuel of Tempe, January, 2005.
- Christopher, F. S., & Slutzky, C. *ReJEWvenating Your Relationship.* Temple Emanuel of Tempe, April, 2003.
- Christopher, F. S. *Teens, Parents, and Sex.* Temple Emanuel of Tempe Family Education Program (Grades 6, 7, 8), Tempe, March, 2002.
- Christopher, F. S., & Lee, B. *How a Real Man Treats a Woman.* Arizona State University Intrafraternity Council, Tempe, November, 2001; October, 2002.
- Christopher, F. S., Straus, A., & Less, M. *Teens, Relationships, and Sexuality: The Myth, the Text, and the Reality.* Temple Emanuel of Tempe, March, 2000.

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Invited Workshops: (continued)

Christopher, F. S. *Parenting, Sexuality, and Jewish Values: What Comes First When You Teach Your Kids About Sex?* Temple Emanuel Annual Retreat, Prescott, AZ, November, 1999.

Christopher, F. S. *Honoring Our Parents, Preserving Ourselves.* Families and the Community Program. Jewish Community Federation of Greater Phoenix, Tempe, February 1996.

Christopher, F. S. *Date and Acquaintance Rape.* Annual meeting of the International Association of Campus Law Enforcement Administrators, Reno, July, 1986.

Professional Activities:

Associate Editor, *Journal of Sex Research* - Editor: J. De Lamater. (1997 - 2004)

Associate Editor, *Journal of Sex Research* - Editor: Elizabeth Allgeier. (1995 - 1997)

Member, Editorial Board, *Family Relations.* (1984 - 1986; 1990 - 199)

Member, Editorial Board, *Journal of Sex Research.* (1994 - 1995)

Ad hoc Reviewer, *American Journal of Community Psychology, Developmental Psychology, Family Relations, Family Science Review, Journal of Adolescence, Journal of Adolescent Research, Journal of Marriage and the Family, Journal of Family Issues, Journal of Personal and Social Relationships, Personal Relations, Sex Roles, Western Journal of Communication.*

Dissertations Directed:

Poulsen, F., Family Studies Ph.D. – expected Spring 2015

Becnel, J., Family Studies Ph.D. (Co-Chair) – Fall 2012

Pflieger, J. Family Studies Ph.D. – Summer 2009

Killoren, S., Family Studies Ph.D. (Co-Chair) – Fall, 2008

White, A. Family Studies, Ph.D. – Summer 2008

Anders, M. Family Studies, Ph.D. – Fall, 2007

Kisler, T. Family Studies, Ph.D. – Summer, 2006

Deardorff, J. Psychology, Ph.D. (Co-Chair) – Summer, 2003

McDaniels, S. Communication, Ph.D. (Co-Chair) – Fall, 1999

Keller-Guenther, Y. Communication, Ph.D. (Co-Chair) – Summer, 1995

Masters Theses Directed:

Porter, C. Family Studies, MS – Spring 2014

Masters Thesis Directed: (continued)

Mark, R. Family Studies, M.S. (Co-Chair) – Fall, 2007

Helmer, T. Family Studies, M.S. – Fall, 2007

Behm, J. Family Studies, M.S. – Fall, 2006

Margarinos, M. Family Studies, M.S. – Spring, 2005

Kisler, T. Family Studies, M.S. – Spring, 2004

Pomusch, B. Family Studies, M.S. – Spring, 2003

Jacobs-Carter, S. Family Studies, M.S. – Summer, 2002

Heller, K. Nutrition, M.S. (Co-Chair) – June, 2000

Ten students prior to 2000.

Honors Theses Directed:

Oxford, N. Child & Family Studies –Spring 2013

- Awarded 2013 Best Honors Thesis - T. Denny Sanford School of Social & Family Dynamics

Whitfield, J. Psychology – Fall 2011

Osborne, J. Child & Family Studies – Spring 2011

Beilstein-Wedel, E. Sociology - Spring 2010

- Awarded Best 2009 Undergraduate Paper - National Conference for Family Relations,

One student prior to 2000.

Doctoral Student Committees:

Shaw, C., Communication Ph.D. – Expected Fall 2016

Vargas D., Family Studies Ph.D. – Spring 2014

Wheeler, L. Family Studies Ph.D. – Spring 2012

Knight, K. Communication Ph.D. – Spring 2012

Khurana, G. Communication Ph.D. – Fall 2012

Jackson, D. Communication, Ph.D. – Summer 2010

Johnson, S. Communication, Ph.D. – Summer 2009

German, M. Psychology, Ph.D. – Spring 2009

Doctoral Student Committees: (continued)

La Valley, A. Communication, Ph.D. – Spring 2009
Tafoya, M. Communication, Ph.D. – Fall, 2007
Greving, K. Family Studies, Ph.D. – Spring, 2007
Niver, A. Education, Ph.D. – Spring, 2007
Bustamonti, D. Education, Ph.D. – Spring, 2005
Morr, M. C. Communication, Ph.D. – Summer, 2002
Buchman, G. Communication, Ph.D. – Summer 2002
Langong, E. Communication, Ph.D. – Summer 2001
Rabby, M. Communication, Ph.D. - Spring 2001
Five students prior to 2000

Master Student Committees:

Ford, A., Family Studies, M.S. – Spring 2014
Ashley, F., Recreation, M.S. – Spring 2008
Heller, J., Family Studies, M.S. – Spring 2008
Iffert, A. Communication, M.S. – Summer, 2007
Lunka, M. Family Studies, M.S. – Summer, 2007
Aragon. N. Family Studies, M.S. – Summer, 2006
Keuth, K. Family Studies, M.S. – Spring, 2005
Denning, D. Family Studies M.S. – Fall, 2004
Bucholz, M. Family Studies, M.S. – Fall, 2003
Burch, S. Family Studies, M.S. – Summer, 2002
Kreiger, T. Child Development, M.S. – Spring, 2002
Seventeen students prior to 2000.

Honor Student Committees:

Eikren, E. Sociology, expected Spring 2015

Honor Student Committees: (continued)

Young, N. Psychology, Fall 2010

Professional Affiliations:

International Association for Relationship Research

National and International Service:

- | | |
|----------------|---|
| 2014 - Present | Member, Future Conference Committee, International Association for Relationship Researchers |
| 2012 - 2014 | Chair, Awards Committee, International Association for Relationship Researchers |
| 2011 - 2012 | Member, <i>Personal Relations</i> Editor Search Committee |
| 2009 – 2010 | Member, Program Planning Committee, International Association for Relationship Researchers |
| 2009 | Department Program Evaluator – California State University at Long Beach |
| 2008 – 2009 | Member, National Council on Family Relations Journal Advisory Council Committee |
| 2005 – 2006 | Member, <i>Journal of Marriage and the Family</i> Editor Search Committee |
| 2004 – 2006 | Member, Program Planning Committee, International Association for Relationship Researchers |
| 2001 – 2004 | Program Chair – Board Member, International Association for Relationship Research |
| 2004 | Organized Biennial Conference of the International Association for Relationship Research |
| 2003 | Organized First International Association for Relationship Researchers New Scholars Workshop |
| 1998 - 2001 | Committee Member, Outreach/Inter-Organization Planning Committee, International Network for the Study of Personal Relationships |
| 1998 | Member, Election Committee, International Network for the Study of Personal Relationships |
| 1995 - 1996 | Member, Biennial Conference Planning Committee, International Society for the Study of Personal Relationships |
| 1991 - 1993 | Secretary, Research and Theory Section, National Council on Family Relations |
| 1990 - 1992 | Committee Member, Committee for the Future, International Network for the Study of Personal Relationships |

Curriculum Vita
F. Scott Christopher, Ph.D.
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University Service:

- 2009 - Present President's Academic Council
- 2006 - 2010 Substitute Member, Human Subjects Internal Review Board - Tempe Campus
- 2009 - 2010 Member, Executive Committee, Interdisciplinary Doctoral Committee,
2006 - 2006 Communications Department, Arizona State University
1996 - 1993
1991 - 1993
- 2004 - 2006 Member, Graduate Council, Arizona State University - Tempe Campus
- 2003 - 2004 Member, General Studies Council, Arizona State University
- 2002 Member, Committee to award the "2002 Millennium Fellowship," Graduate College,
Arizona State University
- 1987 & 1989 Outside Committee Member for Dissertation Committees, Arizona State
1993 University
- 1984 - 1986 Chair, Social/Behavioral Human Subjects Committee, University of Nevada-Reno
- 1984 Member, Social/Behavioral Human Subjects Committee, University of Nevada-Reno
- 1983 - 1986 Member, Graduate Faculty, University of Nevada-Reno
- 1982 - 1983 Faculty Senator, School of Home Economics, University of Nevada-Reno
- 2004 – 2006 Member, School of Family and Social Dynamics Steering Committee
- 1985 Chair, Curriculum Committee for Child and Family Studies, School of Home
Economics, University of Nevada-Reno
- 1984 Chair, Ad hoc Committee on Faculty Development, School of Home Economics,
University of Nevada-Reno
- 1982 & 1984 Member, Search Committees, School of Home Economics, University of Nevada-Reno
- 1982 Reviewer, Comprehensive Review Program, School of Home Economics, University of
Nevada-Reno
- 1982 Member, Curriculum Committees for: (a) Child Development and Family Studies; and
(b) School of Home Economics, University of Nevada-Reno

School/Departmental Service:

- 2012 – Present Director of Undergraduate Student Affairs
- 2014 – Present Chair, Academic Program Review Committee

Curriculum Vita
F. Scott Christopher, Ph.D.
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School/Departmental Service: (continued)

2008 – Present Member, Child Life Steering Committee

2008 – Present Member, SSFD Leadership Committee

2008 – 2012 Director of Undergraduate Studies

2011 Member, *ad hoc* Committee on Lecture Promotion Guidelines

2010 Member, Search Committee (Family/Quantitative Analysis Position)

2010 Member, Search Committee (Lecturers for Online Degree Program)

2010 Member, Promotion of Lecturers Committee

2004 – 2005 Acting Director of Graduate Studies

2000 – 2003 Director of Graduate Studies

1994 - 2007 Member, Graduate Committee

2000 – 2003 Member, Marriage and Family Therapy Committee

1996 - 2000 Director, Family Science Doctoral Program

1999 – 2000 Member, Seven-year Departmental Review Committee

1999 Chair, Search Committee (Early Parent-Child Position)

1995 - 1997 Faculty Senator

1995 - 1996 Member, Doctoral Committee

1993 - 1995 Member, Graduate Review Committee

1994 Chair, Search Committee (Family Therapy)

1993 - 1994 Member, Departmental Self Study Committee

1990 - 1994 Member, Personnel Committee

1988 - 1989

1989 - 1995 Member, Family Science Doctoral Program Planning Committee

1990 - 1991 Member, Program Curriculum and Development Committee

1989 & 1991 Organized Family Studies/Child Development Research Club.

1989 - 1990 Area Chair, Child & Family Studies

Curriculum Vita
F. Scott Christopher, Ph.D.
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School/Departmental Service: (continued)

- 1988 - 1989 Member, Affirmative Action Committee
- 1988 Member, Search Committees for Family Therapy and Child Development

Community Service:

- 2003 - Present Member, Personnel Committee – Temple Emanuel of Tempe
- 2012 - 2014 Secretary, Board of Trustees – Temple Emanuel of Tempe.
- 2008 - 2012 Vice President of Personnel, Board of Trustees – Temple Emanuel of Tempe.
- 2008 - 2012 Chair, Personnel Committee – Temple Emanuel of Tempe.
- 2010 Member, Temple Emanuel Strategic Planning Committee
- 2006 – 2007 Consulting Editor, Sacred Choices – High School Module - Union for Reform Judaism
- North American Federation of Temple Youth.
- 2002 – 2005 Contributing Editor, Here’s How Guide For Parents; Talking With Kids About
Life, Love & Sexuality. Published by the Arizona Coalition on Adolescent
Pregnancy & Parenting.
- 2001 – 2002 Member, Superintendent’s Advisory Committee – Gilbert Public School District.
- 1999 – 2002 Member, Adult Education Committee – Temple Emanuel of Tempe.
- 1999 – 2000 Member, Gilbert Task Force on Community of Character. This committee
recommended a Character Education program for use in the Gilbert Schools, Town
Government, and the Business Community.
- 1999 - 2000 Member, Strategic Planning Committee – Temple Emanuel of Tempe.
- 1999 & 2000
2005 The Conversion Process: Family Considerations, Speech for Temple Emanuel of
Tempe’s Discovering Judaism Class.
- 1999 The Dating Game, Speech to Arizona State University Hillel’s Jewish Singles Speakers
Series.
- 1998 Member, Principal’s Site Committee – Sonoma Ranch Elementary School, Gilbert, AZ
- 1997 *Our Congregation Speaks Out: Views about and Recommendations for the Next Rabbi
of Temple Emanuel*, Survey written, conducted, and results prepared as an internal
consultant to the rabbi search committee.
- 1994 Husbands, Wives, and Communication, Speech to B'nai B'rith Women's Organization.
- 1993 Sex Education, The Real Issues, Speech to B'nai B'rith Women's Organization.

Curriculum Vita
F. Scott Christopher, Ph.D.
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Research Interests:

Human Sexuality

Interpersonal Relationships

Intimate Partner Violence

Teaching Interests:

Human Sexuality

Interpersonal Relationships

Family Interaction

Dawn DeLay

ADDRESS

Arizona State University
T. Denny Sanford School of Social and Family Dynamics
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Tempe, AZ 85287-3701, USA
Phone: 480-965-2740
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E-mail: dawn.delay@asu.edu

WEBPAGES

Professional Webpage: <https://webapp4.asu.edu/directory/person/1178261>

EDUCATION

2013	Ph.D.	Florida Atlantic University, Boca Raton, Florida Major: Experimental Psychology Supervisor: Brett Laursen, Ph.D.
2011	M.A.	Florida Atlantic University, Boca Raton, Florida Major: Experimental Psychology Supervisor: Brett Laursen, Ph.D.
2006	B.A.	Pittsburg State University, Pittsburg, Kansas Major: Psychology

ACADEMIC POSITIONS

2014-present	Assistant Research Professor, T. Denny Sanford School of Social and Family Dynamics, Arizona State University
2013-2014	Postdoctoral Research Associate, T. Denny Sanford School of Social and Family Dynamics, Arizona State University
2009-2012	Instructor, Department of Psychology, Florida Atlantic University
2010-2011	Research Assistant, Department of Psychology, Florida Atlantic University
2006	Co-Instructor, Department of Psychology, Pittsburg State University

RESEARCH ACTIVITIES

Refereed Articles

Dirghangi, S., Laursen, B., Puder, J., Bjorklund, D., & **DeLay, D.** (2014). Self-reported rates of interpersonal conflict vary as a function of questionnaire format: Why age-related trends in disagreement may not be what they seem. *Journal of Adolescence*, *37*, 965-972. Doi: 10.1016/j.adolescence.2014.07.003

DeLay, D., Laursen, B., Kiuru, N., Salmela-Aro, K., & Nurmi, J.-E. (2013). Selecting and retaining friends on the basis of cigarette smoking similarity. *Journal of Research on Adolescence*, *23*, 464-473. doi: 10.1111/jora.12017.

DeLay, D., Hartl, A. C., Laursen, B., Denner, J., Werner, L., Campe, S., & Ortiz, E. (2013). Learning from friends: Measuring influence in a dyadic computer instructional setting. *International Journal of Research and Method in Education*, *37*, 190-205. doi: 10.1080/1743727X.2013.784961

Werner, L., Denner, J., Campe, S., Ortiz, E., **DeLay, D.**, Hartl, A. C., & Laursen, B. (2013). Pair programming for middle school students: Does friendship influence academic outcomes? *Proceedings of the 44th ACM Technical Symposium on Computer Science Education of the Special Interest Group on Computer Science Education (SIGCSE)* (pp. 421-426). New York: Association for Computing Machinery. doi: 10.1145/2445196.2445322

DeLay, D., Hafen, C. A., Cunha, J. M., Weber, L., & Laursen, B. (2012). Perceptions of parent support buffer against depression for Brazilian youth with interpersonal difficulties. *International Journal of Behavioral Development*. *37*, 29-34. doi: 10.1177/0165025412454031

Laursen, B., **DeLay, D.**, Adams, R. E. (2010). Trajectories of perceived support in mother-adolescent relationships: The poor (quality) keep getting poorer. *Developmental Psychology*, *46*, 1792-1798. doi: 10.1037/a0020679.

Wood, J. C., Heiskell, K. D., **DeLay, D.** Jongeling, J. A. S., Perry, D. (2009). Teachers' preferences for interventions for ethnically diverse learners with attention-deficit hyperactivity disorder. *Adolescence*, *44*, 273 – 288. doi: 0001-8449.

Refereed Articles Under Review

DeLay, D., Hanish, L. D., Martin, C. L., & Fabes, R. A. (submitted 2014). Peer effects on Head Start children's school readiness.

DeLay, D., Laursen, B., Bukowski, W. M., Kerr, M., & Stattin, H. (submitted 2013). The consequences of romantic relationship involvement on friendship.

DeLay, D., Laursen, B. Kiuru, N. Poikkeus, A.-M., & Nurmi, J.-E. (submitted 2014). Higher ability friends promote mathematical reasoning in lower ability primary school children.

DeLay, D., Laursen, B. Kiuru, N. Poikkeus, A.-M., & Nurmi, J.-E. (submitted 2014). Friend influence and susceptibility to influence: Changes in mathematical reasoning as a function of relative peer acceptance and interest in mathematics.

DeLay, D., Ha, T., Van Ryzin, M., Winter, C., Dishion, T. (submitted 2014). Changing friend selection in middle school: A social network analysis of a randomized intervention study designed to prevent adolescent problem behavior. *Manuscript under review*.

Hartl, A. C., **DeLay, D.**, Denner, J., & Laursen, B. (submitted 2013). Dyadic computer programming instruction for middle school students: Friendship promotes learning.

Pursell, G., Laursen, B., **DeLay, D.**, Richmond, A., & Rubin, K. H. (submitted 2013). Youth negative affect attenuates associations between compromise and mother-adolescent conflict outcomes.

Van Ryzin, M. J., **DeLay, D.**, & Dishion, T. J. (submitted 2014). Can peer status influence substance use in early adolescence? A social network analysis.

Book Chapters

Hafen, C.A., Laursen, B., & **DeLay, D.** (2012). Transformations in friend relationships across the transition into adolescence. In B. Laursen & W.A. Collins (Eds.), *Relationship pathways: From adolescence to young adulthood* (pp. 69-90). Thousand Oaks, CA: Sage.

Hanish, L. D., Martin, C. L., DeLay, D., Miller, C. F., Fabes, R. A., Updegraff, K. A. (submitted 2014) In K. Wentzel and G. Ramani (Eds.), *Handbook on Social-Emotional, Motivation, and Cognitive Outcomes in School Contexts* for the section entitled *Perspectives on Peer Influence*.

Encyclopedia Entries

Laursen, B., & **DeLay, D.** (2011). Parent-child relationship. In B. Brown & M. Prinstein (Eds.), *Encyclopedia of Adolescence*. Oxford: Academic Press.

Refereed Conference Presentations

DeLay, D., Ha, T., Van Ryzin, M., Winter, C., & Dishion, T. (2015, March). Malleability of friend selection and the effects on problem behavior: A social network analysis of a randomized intervention study. Paper presented in D. DeLay (Chair), *When interventions alter peer relationship dynamics: The positive impact on child and adolescent adjustment*, Paper presented at the Society for Research in Child Development Biennial Meeting, Philadelphia, PA, USA.

- DeLay, D.**, Miller, C., Zhang, L., Hanish, L., Martin, C., Fabes, R., Kochel, K., & Updegraff, K. (2015, March). The effect of classroom context on peer relationship dynamics: When can expect peer influence on achievement? Paper presented in A. Ryan (Chair), *Peer processes and school adjustment: Examining classroom variations and contextual factors*, Paper presented at the Society for Research in Child Development Biennial Meeting, Philadelphia, PA, USA.
- DeLay, D.**, Zhang, L., Hanish, L. D., Martin, C. L., & Fabes, R. A. (2014, September). *Peer relationship dynamics affecting early academic competency: A social network analysis of at-risk preschool children*. Poster presented at the Society for Research in Child Development Developmental Methodology Meeting, San Diego, California, USA.
- DeLay, D.**, Kiuru, N., Burk, W. J., Laursen, B., Poikkeus, A.-M., Lerkkanen, M.-K., Nurmi, J.-E. (2014, March). Academic self-concept as a moderator of peer selection and influence on academic achievement. Paper presented in C. Berger (Chair), *Moderators of Selection and Influence Processes Among Adolescent Friends: The Role of Individual Characteristics, Family and Classroom*, Paper presented at the Society for Research on Adolescence Biennial Meeting, Austin, Texas, USA.
- DeLay, D.**, Zhang, L., Hanish, L. D., Martin, C. L., & Fabes, R. A. (2014, February). *Peer influence on school readiness during preschool: A social network analysis of at risk preschool children*. Paper presented at the International Network for Social Network Analysis Sunbelt XXXIV Annual Meeting, St. Pete, Florida, USA.
- DeLay, D.**, Laursen, B., Kiuru, N., Salmela-Aro, K., & Nurmi, J. E. (2013, April). Selecting and Retaining Friends on the Basis of Cigarette Smoking: Sources of Similarity Differ in Smoking and Non-smoking Groups. Paper presented in **D. DeLay** (Chair), *Recent findings in adolescent risk behavior: Longitudinal social network analysis using SIENA*, Paper presented at the Society for Research in Child Development Biennial Meeting, Seattle, Washington, USA.
- DeLay, D.**, Laursen, B., Bukowski, W. M., Kerr, M., & Stattin, H. (2013, April). Assessing the influence of romantic partner participation on same-sex friend similarity using multilevel modeling. Paper presented in W. Oh (Chair), *Relationships are complicated! Innovative methodological approaches to dyadic and longitudinal peer and family relationship data*, Paper presented at Society for Research in Child Development Biennial Meeting, Seattle, Washington, USA.
- Dickson, D., Seiffge-Krenke, I., Laursen, B., Hartl, A., **DeLay, D.**, Richmond, A., Hiatt, C., Dirghangi, S., Bortman, G., Shawcross, L. (2013, April). *Longitudinal associations between metabolic control and parental support among diabetic adolescents from restrictive families*. Poster presented at the Society for Research in Child Development Biennial Meeting, Seattle, Washington, USA.

- Dickson, D., Shulman, S., Laursen, B., **DeLay, D.** Richmond, A., Dirghangi, S., Hiatt, C., Hartl, A., Bortman, G., Shawcross, L. (2013, April). *Gender differences in the spillover between romantic experiences, work experiences and individual adjustment in early adulthood*. Poster presented at the Society for Research in Child Development Biennial Meeting, Seattle, Washington, USA.
- Hafen, C. A., **DeLay, D.**, Kerr, M., & Stattin, H. (2013, April). *Why do I like you: Using multilevel modeling to understand reciprocal and unilateral friend nominations*. Poster presented at the Society for Research in Child Development Biennial Meeting, Seattle, Washington, USA.
- Hartl, A., **DeLay, D.**, Denner, J., Warner, L., Laursen, B., Richmond, A., Dirghangi, S., Hiatt, C., Dickson, D., Bortman, G., Shawcross, L. (2013, April). *Dyadic computer programming instruction for middle school students: Friendship promotes learning*. Poster presented at the Society for Research in Child Development Biennial Meeting, Seattle, Washington, USA.
- Hiatt, C., Laursen, B., Kerr, M., **DeLay, D.**, Richmond, A., Dirghangi, S., Hartl, A., Dickson, D., Bortman, G., Shawcross, L. (2013, April). *The function of peer influence and friendship quality in friend influence on intoxication frequency*. Poster presented at the Society for Research in Child Development Biennial Meeting, Seattle, Washington, USA.
- Kindermann, T., **DeLay, D.**, Laursen, B., Yelverton, R., Clark-Shim, yuny Clark-Shim, H. (2013, April). *Convergent findings about peer group influences on classroom engagement from analyses using RSiena and SEM*. Poster presented at the Society for Research in Child Development Biennial Meeting, Seattle, Washington, USA.
- Richmond, A., Laursen, B., Stattin, H., Kerr, M., **DeLay, D.**, Dirghangi, S., Hiatt, C., Dickson, D., Hartl, A., Bortman, G., & Shawcross, L. (2013, April). *Age-related differences of friend similarity on delinquent behavior*. Poster presented at the Society for Research in Child Development Biennial Meeting, Seattle, Washington, USA.
- DeLay, D.**, Laursen, B., Kiuru, N., Salmela-Aro, K., & Nurmi, J. E. (2012, March). The importance of cigarette smoking: Selection and deselection among adolescents in smoking and nonsmoking friendship groups. Paper presented in W. Osgood (Chair), *Dynamic Social Network Analyses of Friendship and Adolescent Substance Use*, at the Society for Research on Adolescence Biennial Meeting, Vancouver, British Columbia, Canada.
- DeLay, D.**, Hafen, C. A., Cunha, J. M., Weber, L., & Laursen, B. (2012, March). *Perceptions of family quality buffer against depression for Brazilian youth with relationship difficulties*. Poster presented at the Society for Research on Adolescence Biennial Meeting, Vancouver, British Columbia, Canada.

- Dirghangi, S., **DeLay, D.**, Laursen, B., Richmond, A., Hartl, A., Dickson, D., & Hiatt, C. (2012, March). *Age related trends in conflict reports: Developmental trends in cognitive abilities*. Poster presented at the Society for Research on Adolescence Biennial Meeting, Vancouver, British Columbia, Canada.
- Hiatt, C., Laursen, B., Mooney, K., Rubin, K., **DeLay, D.**, & Richmond, A., Dirghangi, S., Hartl, A., & Dickson, D. (2012, March). *Friendship quality and stability: A person centered assessment* Poster presented at the Society for Research on Adolescence Biennial Meeting, Vancouver, British Columbia, Canada.
- Richmond, A., Laursen, B., **DeLay, D.**, Dirghangi, S., Hiatt, C., Dickson, D., & Hartl, A. (2012, March). *Initial levels of depression predict trajectories of alcohol consumption across middle adolescence*. Poster presented at the Society for Research on Adolescence Biennial Meeting, Vancouver, British Columbia, Canada.
- Dirghangi, S., **DeLay, D.**, Puder, J., Laursen, B., Hartl, A., Dickson, D., Richmond, A., Hiatt, C. (2012, February). *Measuring interpersonal conflict: How measurement scale, reference period, and memory cues influence conflict reports*. Poster presented at the Society for Research in Child Development Themed Meeting: Developmental Methodology, Tampa, Florida, USA.
- Hafen, C. A., **DeLay, D.**, & Laursen, B. (2012, February). *Do you see what I see?: Using dyadic mediation to answer developmental questions*. Poster presented at the Society for Research in Child Development Themed Meeting: Developmental Methodology, Tampa, Florida, USA.
- Richmond, A. D., Laursen, B., **DeLay, D.**, Dirghangi, S., Hiatt, C., Dickson, D., & Hartl, A. (2012, February). *An illustration of follow-up tests for growth curve modeling using longitudinal depression and intoxication frequency data*. Poster presented at the Society for Research in Child Development Themed Meeting: Developmental Methodology, Tampa, Florida, USA.
- DeLay, D.**, Laursen, B., Burk, W. J., Kiuru, N., Salmelo-Aro, K., & Nurmi, J. (2011, March). *Adolescent drinking: Amount of drinking impacts the level of behavioral similarity and stability in the peer group*. Poster presented at the Society for Research in Child Development Biennial Meeting, Montréal, Québec, Canada.
- Richmond, A. D., Laursen, B., Furman, W. C., Hafen, C. A., **DeLay, D.**, Marion, D., Puder, J., Vazquez, K. O. (2011, March). *Who influences whom? A distinguishable dyads APIM on jealousy and support-seeking in romantic partners*. Poster presented at the Society for Research in Child Development Biennial Meeting, Montréal, Québec, Canada.
- Cunha, J., **DeLay, D.**, & Hafen, C. A. (2010, June). *Peer victimization mediates the linkage between school climate and perceived teacher aggression*. Paper presented at the International Society for the Study of Behavioral Development Biennial Meeting, Lusaka, Zambia.

- DeLay, D.,** Laursen, B., & Adams, R. E. (April, 2010). *Trajectories of perceived support in mother-adolescent relationships: The poor (quality) get poorer.* Poster presented at the Human Development Conference Biennial Meeting, New York, New York, USA.
- Hafen, C. A., **DeLay, D.** & Cunha, J. (2010, April). *The intersection of family and peer relationships in Brazil: Does the quality of interactions with parents matter?* Paper presented at the Human Development Conference Biennial Meeting, New York, New York, USA.
- DeLay, D.,** Laursen, B., Richmond, A., Nurmi, J., & Aunola, K. (2010, March). *Peer rejection and early adolescent adjustment: The moderating role of friendship.* Poster presented at the Society for Research on Adolescence Biennial Meeting, Pittsburgh, Pennsylvania, USA.
- Hafen, C. A., Laursen, B. **DeLay, D.,** Richmond, A., Puder, J., Kerr, M., & Stattin, H. (2010, March). *Moderators of friendship influence: Does stability of the friendship matter?* Poster presented at the Society for Research on Adolescence Biennial Meeting, Pittsburgh, Pennsylvania, USA.
- Gormanous, G., Lowe, W., & **DeLay, D.** (2009, August). *Mock licensing board hearing: clinical versus I/O executive coaching boundaries.* Workshop presented at the American Psychological Association Annual Meeting, Toronto, Ontario, Canada.
- DeLay, D.,** Hafen, C. A., Laursen, B., Kerr, M., Stattin, H., & Burk, W. J. (2009, April). *Stable friends, unstable friends, and homophily: Similarity breeds contentment.* Poster presented at the Society for Research on Child Development Biennial Meeting, Denver, Colorado, USA.
- Hafen, C. A., Laursen, B., Burk, W.J., Kerr, M., Stattin, H., & **DeLay, D.** (2009, April). *I want to be more like you: The role of acceptance in friendship influence.* Poster presented at the Society for Research on Child Development Biennial Meeting, Denver, Colorado, USA.
- Drerup, L. C., **DeLay, D.,** & Jackson, Y. (2008, October). *Factor structure of the life events checklist in youth.* Poster presented at the National Conference in Clinical Child and Adolescent Psychology Biennial Meeting, Lawrence, Kansas, USA.
- Wood, J.G., **DeLay, D.,** Heiskell, K.D., Jones, J.D., & Perry, D.L. (2005, February). *Teacher preferences for intervention for ethnically diverse learners with attention-deficit hyperactivity disorder.* Paper presented at the Midwest Symposium for Leadership in Behavior Disorders Annual Meeting, Kansas City, Missouri, USA & the National Association for School Psychologists Annual Meeting, Atlanta, Georgia, USA.

Invited Presentations

DeLay, D. (2014, December). *New Approaches to the Study of Child and Adolescent Peer Networks*. Invited Presentation at the University of Groningen, Groningen, Netherlands

DeLay, D. (2014, December). *Understanding Child and Adolescent Peer Networks and Peer Influences*. Invited Presentation at the University of Nijmegen, Nijmegen, Netherlands

DeLay, D. (2013, September). *New Approaches to Understanding Peer Influence*. Invited Presentation at the University of Jyväskylä, Jyväskylä, Finland

DeLay, D. (2013, January). *New Analytic Approaches to Measuring Peer Influence*. Invited Presentation at the University of Arizona, Tempe, Arizona, USA.

DeLay, D. (2013, January). *New Analytic Approaches to Measuring Peer Influence*. Invited Presentation at Clemson University, Clemson, South Carolina, USA.

DeLay, D. (2013, January). *New Approaches to Measuring Peer Influence*. Invited Presentation at Grand Valley State University, Allendale, Michigan, USA.

Funded Research Projects

2010-2011 Graduate Research Assistant

The development of computational thinking among middle school students creating computer games (NSF 0909733). U.S. National Science Foundation (Research and Evaluation on Education in Science and Engineering, Division of Research on Learning in Formal and Informal Settings).

Unfunded Research Projects

2014 Principal Investigator

Can cooperative learning reduce deviant peer clustering and substance use? (ASU Submission ID 14092394). Arizona State University (sub-contract) with Oregon Research Institute (primary). Grant submitted to the National Institute of Health.

2014 Principal Investigator

Exploring social pathways between discrimination and substance use in an intervention context (ASU Submission ID FP00000718). Arizona State University (sub-contract) with University of Oregon (primary). Grant submitted to the National Institute of Health.

2014 Co-Investigator, Statistical Analyst

Testing a neurobiological model of drug abuse prevention and intervention effects (ASU Submission ID FP00000617). Arizona State University (sub-contract) with Oregon Research Institute (primary). Grant submitted to the National Institute of Health.

TEACHING ACTIVITIES

Graduate Courses Taught

Special Topics: Social Network Analysis

Undergraduate Courses Taught

Social Statistics I
Experimental Design & Statistical Inference
Intermediate Statistics Lab
Psychology of Human Development
Introduction to Psychology

Undergraduate Teaching Assistantships

Social Psychology
Psychology of Human Development
Experimental Design & Statistical Inference

SERVICE ACTIVITIES

Professional Service

Manuscript Reviewer:

Acta Ethologica
Child Development
Developmental Psychology
International Journal of Behavioral Development
Journal of Abnormal Child Psychology
Journal of Child Language
Journal of Counseling Psychology
Journal of Early Adolescence
Journal of the Office of Latino/Latin American Studies
Journal of Research on Adolescence
Journal of Studies on Alcohol and Drugs

Program Reviewer:

Society for Research on Adolescence Biennial Meeting
Society for Research in Child Development Biennial Meeting

Professional Memberships

American Psychological Association
International Network for Social Network Analysis
Society for Research on Adolescence
Society for Research on Child Development

HONORS AND AWARDS

2012	Jack B. Walker Memorial Scholarship, Florida Atlantic University, Department of Psychology
2009	Susan T. Dewar Memorial Award/Books Endowment, Florida Atlantic University, Department of Psychology
2008 & 2009	Presidential Fellowship, Florida Atlantic University, Graduate College

Updated January, 2015

PATRICIA DOBRATZ, JD, LMFT

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EDUCATION

Arizona State University, Tempe, Arizona

Masters of Advanced Studies-Marriage and Family Therapy, December 2008

Completed Clinical Practicum, Arizona's Children's Association, December 2008

GPA: 4.0

University of Illinois College of Law, Champaign, Illinois

Juris Doctor, May 2005

GPA: 3.16, Dean's List

- National Association of Women Lawyers Outstanding Student Award, Spring 2005
- Civil Litigation Clinic, Senior Law Student, Fall 2004 and Spring 2005
- University of Illinois Trial Team, Spring 2005
- Myra Bradwell Association of Women Law Students
- Public Interest Law Foundation, Fundraising Chairperson

Beloit College, Beloit, Wisconsin

Bachelor of Arts; Psychology, Education Studies with Honors, and Legal Studies, May 2002

GPA: 3.491, Cum Laude, Dean's List

- Charles D. Rosa Award, Outstanding graduate intending to go to law school
- Legal Professions Advisory Committee, Orientation Leader, Teaching Assistant, and Resident Advisor

TEACHING EXPERIENCE

Arizona State University, Tempe and Phoenix, Arizona

Lecturer, Fall 2014-Present

Instructor, Fall 2013-Fall 2014

Faculty Associate, January 2010-Fall 2013

T. Denny Sanford School of Social and Family Dynamics MAS-MFT Program

- Classroom instructor of FAS 573 "Dysfunctional Families"
- Classroom instructor of FAS 574 "Family Theory for MFT"
- Classroom instructor of FAS 579 "Applied Research in Marriage and Family Therapy"
- Classroom instructor of FAS 571 "Assessment for Marriage and Family Therapists"

T. Denny Sanford School of Social and Family Dynamics -Undergraduate Program

- Classroom instructor of FAS 331 "Marriage and Family Relationships"
- Online instructor of FAS 440 "Fundamentals of Marriage and Family Therapy"
- Classroom instructor of FAS 301 "Introduction to Parenting"
- Classroom instructor of FAS 370 "Family Ethnic and Cultural Diversity"

School of Letters and Sciences-Undergraduate Program

- Classroom instructor of CDE 232 "Human Development"

University of Phoenix

Online Instructor, August 2010-June 2014

- Facilitated HSM 210 "Human Services in the United States"
- Facilitated online discussions via Online Learning System
- Reviewed and evaluated student assignments

Ottawa University

Online Instructor, September 2010-June 2014

- Facilitated PSY30654 "Marriages and Family"
- Facilitated online discussion via Blackboard

- Reviewed and evaluated student assignments

ADDITIONAL PROFESSIONAL EXPERIENCE

Arizona Marriage and Family Therapy Clinic, Chandler, Arizona

Assistant Clinical Director and Supervisor, April 2009-Present

- Provide clinical supervision to intern clinicians and licensed associate clinicians
- Provide individual, couples, and family counseling services
- Complete initial assessment interviews
- Treatment planning
- Collaborate with professionals on treatment teams
- Screen potential clients for appropriateness of services and assign appropriate clinician

Arizona's Children Association, Chandler, Arizona

Clinician, January 2008-October 2009

- Provided individual and family counseling services
- Completed initial assessment interviews
- Collaborated with child and family teams
- Facilitated group counseling

Southwest Behavioral Health Services, Phoenix, Arizona

School-Based Clinician, November 2008-June 2009

- Provided individual and family counseling services within school settings
- Completed initial assessment interviews
- Coordinated treatment with teachers and staff
- Facilitated group counseling

City of Phoenix Prosecutor's Office, Phoenix, Arizona

Victim Advocate, October 2007-November 2008

- Acted as a liaison between prosecuting attorneys and victims
- Assisted victims through the criminal justice system and provided resources as needed
- Educated victims about victims' rights

Law Office of James Moore, Rockford, Illinois

Attorney, Specializing Family Law, February 2007-May 2007

- Represented individuals in family law matters such as divorce, adoption, custody, etc

Winnebago County State's Attorney's Office, Rockford, Illinois

Assistant State's Attorney, Domestic Violence & Misdemeanor Units, August 2005-February 2007

- Represented the People of the State of Illinois in misdemeanor criminal cases
- Represented the People of the State of Illinois in misdemeanor and felony criminal domestic violence cases
- Reviewed police reports and filed appropriate charging documents
- Prepared victims and witnesses for trial
- Participated in bench and jury trials

LICENSES/MEMBERSHIPS/APPOINTMENTS

Professional Member Arizona Board of Behavioral Health Examiners

Board of Behavioral Health Examiners: Appointed June 2014-Present

Credentialing Committee: Appointed September 2013-Present

Rules Committee: December 2013-June 2014

Licensed Marriage and Family Therapist: December 1, 2011-Present

Licensed Associate Marriage and Family Therapist: August 1, 2009-December 1, 2011

American Association of Marriage and Family Therapists: Member, October 2007-Present

Arizona Association of Marriage and Family Therapists: Member, October 2007-Present

- Conference Committee Contributor Coordinator, November 2007-May 2014
- Ombudsman, December 2011-September 2013

- Associate Representative Board Member, February 2010-December 2011

Illinois License to Practice Law: Active, November 2005-December 2009; Retired, December 2009-Present

Illinois Bar Association: Member, December 2005-December 2009

TRAININGS ATTENDED

Infidelity, Technology, and Pornography: Arizona, March 2014

OUT for Excellence: Stonewall Institute LGBTQ Cultural Competency Training: Arizona, July 2013

Parenting with Love and Limits, Live: Arizona, April 2013

FOCCUS Facilitator Training: Online, July 2012

Providing Clinical Supervision: Arizona, January 2012

Search for the Mystical Mate: Arizona, March 2011

Online University of Phoenix-Faculty Certification: Online, July 2010

Narrative Ideas and Therapeutic Practice: Arizona, March 2010

ASSIST Suicide Prevention Training: Arizona, October 2009

Clinical Cultural Competency Training: Arizona, July 2009

Treating Trauma and Attachment Issues in Children and Families: Arizona, March 2009

Arizona Victim Assistance Academy: Arizona, June 2008

Normative Child Development Training: Arizona, February 2008

Appellate Prosecutor Trial Advocacy Training: Trial Advocacy I, Illinois, May 2006

National District Attorney's Association: Trial Advocacy I, South Carolina, June 2006

National College of District Attorneys: National Conference on Domestic Violence, Texas, October 2006

Trial Team: University of Illinois, Spring 2005

Family Law Legal Clinic: University of Illinois, Fall 2004-Spring 2005

PRESENTATIONS/TRAININGS FACILITATED

Facilitator: Clinical Supervisor Training, Magellan, December 2013

Presenter: Grief and the LGBQ Community, Widowed Community Conference, October 2012

Facilitator: Couples' Boot Camp, Arizona Marriage and Family Therapy Clinic, 2011

Facilitator: Women Supporting Women, Arizona Marriage and Family Therapy Clinic, 2011

Panel Member: When Your Plate is Full, Cornerstone Church: Working Women Series, April 2010

Facilitator: Grandparents Raising Grandchildren, Arizona's Children Association, September-October 2008

Presenter: Teen Dating Violence, East High School, Rockford IL, March 2007

Presenter: Circuit Court Family Violence Council: Teen Dating Violence Symposium, Rockford IL, June 2006

Presenter: Domestic Violence Training for New Sheriff Deputies, Rockford IL, October 2006

Presenter: Break the Cycle Curriculum, Various school settings, Los Angeles CA, June 2004

INTERNSHIPS

Arizona's Children Association, Chandler, Arizona

Graduate Intern Clinician, January 2008-December 2008

Champaign County State's Attorney's Office, Urbana, Illinois

Domestic Violence Unit and Traffic Unit, 711 Temporarily Licensed Intern, July 2004-January 2005

Juvenile Abuse and Neglect Intern, September 2003-April 2004

Misdemeanor and Felony Intern, May 2003-September 2003

Break the Cycle, Los Angeles, California

Legal Services and Educational Programming Intern, May 2004-July 2004

Department of Corrections, Rock County, Beloit, Wisconsin

Probation and Parole Intern, January 2002-May 2002

Story County State's Attorney's Office, Nevada, Iowa

Victim Witness Assistance Program Intern, June 2001-August 2001

Curriculum Vitae

Mary Elizabeth Doyle

ACADEMIC/SUPERVISORY EXPERIENCE

- Eight years as co-director for accelerated applied master's program in marriage and family therapy.
- Play key role in screening, interviewing and selecting candidates for admission to graduate program in marriage and family therapy.
- Establish and maintain internship sites in community mental health agencies for graduate students in marriage and family therapy toward fulfillment of degree requirements.
- Have provided clinical supervision for graduate MFT students during year-long internship
- Nine years' experience teaching undergraduate classes in marriage and interpersonal relationships at large southwestern state university; six years' experience teaching graduate classes in Marriage & Family Therapy.
- Managed the day-to-day operations of a university-based Marriage & Family Therapy Clinic for eight years until clinic ceased operating, including establishing policies and procedures for student clinicians, monitoring income of clinic, supervising both graduate and undergraduate research assistants, and employing marketing efforts to attract new clients.

CLINICAL EXPERIENCE

- Clinically supervised both MAS-MFT program interns and associate licensed therapists working toward independent licensure in Arizona.
- Conducted diagnostic assessments for six years for community mental health agency, including screening, evaluation, diagnosis and development of treatment plan.
- Five years' experience providing outpatient child, adult, and family therapy through two local mental health agencies. Caseload included clients referred from state, CPS, private pay parties, and both juvenile and adult court. Responsibilities included conducting screenings, evaluation and diagnosis, writing treatment plans, progress summaries, contacting case managers and other agencies such as DES and CPS as needed.
- Clinical experience incorporated a wide range of presenting problems, including adjustment to parental separation and divorce, behavioral problems, sexual and physical abuse, substance abuse, marital conflict, depression, anxiety, and dissociative disorders.
- Provided family therapy for two years at a school for emotionally handicapped children, grades K-12, as part of graduate school clinical practicum.
- Participated as a research therapist for Purdue University as part of a nationally funded project for substance abusing women and their partners.
- Graduate-level training in the following clinical orientations of marriage and family therapy: Structural, Strategic, Behavioral, Solution-Focused, and the brief therapy

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techniques associated with the Mental Research Institute (MRI) in Palo Alto, California.

- Completed fifty hours of child welfare mediation training with the Arizona Attorney General's Child Welfare Medication Program.
- Professional member of the Marriage & Family Therapy Credentialing Committee, one of four advisory committees making licensure and complaint resolution recommendations to the Arizona Board of Behavioral Health Examiners.

PROGRAM/CLASS DEVELOPMENT

- Developed and currently teach five different graduate-level courses in the MAS-MFT program.
- Oversee clinical practicum for MAS-MFT students during their year-long community internship.
- Co-facilitate state-mandated clinical supervision training classes for behavioral health professionals licensed by the Arizona Board of Behavioral Health Examiners.
- For four years co-chaired annual two-day conference for Arizona Association for Marriage & Family Therapy
- Developed and taught nine different undergraduate courses in the discipline of family and human development.
- Developed and implemented an eight-week prevention class to teach behavior management of children, aged three to twelve, to parents and caregivers.
- Developed and implemented an eight-week prevention/support program for grandparents raising grandchildren.
- Developed and implemented a six-week support group for adult caretakers of ill, elderly parents.
- Given community presentations on a variety of family-related topics.

EDUCATION

- 1993 ARIZONA STATE UNIVERSITY, Tempe, Arizona
M.S., Family Studies, concentration in Marriage & Family Therapy
- 1974 MICHIGAN STATE UNIVERSITY, East Lansing, Michigan
B.A., English Literature, concentration in creative writing

EMPLOYMENT HISTORY

- 07/07 - ARIZONA STATE UNIVERSITY, Tempe Arizona
Present Co-Director and Clinical Lecturer
Master's of Applied Arts in Marriage & Family Therapy (MAS-MFT)

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- 07/98 - ARIZONA STATE UNIVERSITY, Tempe, Arizona
06/07 Coordinator, Marriage & Family Therapy Clinic (until closure 6/06); Lecturer
- 6/04 - JEWISH FAMILY & CHILDREN'S SERVICES, Glendale, Arizona
12/06 Contract Intake Specialist (part-time)
- 10/99 - JEWISH FAMILY & CHILDREN'S SERVICES, Glendale, Arizona
03/03 Contract Intake Specialist (part-time)
- 5/97 - PRIVATE PRACTICE, Phoenix, Arizona
6/00 Marriage & Family Therapist
- 5/93 - JEWISH FAMILY & CHILDREN'S SERVICES, Glendale, Arizona
5/97 Marriage & Family Therapist

LICENSURE/PROFESSIONAL AFFILIATIONS

- Licensed Marriage & Family Therapist
State of Arizona, Board of Behavioral Health Examiners
License #MFT-1563 (current expiration date: 12/2016)
- Chair, Marriage & Family Therapy Credentialing Committee (11/2013 to Present)
- Professional Member, Marriage & Family Therapy Credentialing Committee
Arizona Board of Behavioral Health Examiners (1/2009 to Present)
- Clinical Fellow, American Association of Marriage & Family Therapy; Arizona Association of Marriage & Family Therapy (since 1997)
- Director, Board of Directors, Arizona Association of Marriage & Family Therapy (Term: 1999-2001)

Curriculum Vitae
January 2015

MARY ANNE DUGGAN, PH.D.

861 W. Zion Pl.
Chandler, AZ 85248
(602) 570-6912
maduggan31@gmail.com

EDUCATION

- 2003 - 2007 Ph.D. – May 2007
Division of Psychology in Education
Arizona State University
Area of Concentration: Learning
Dissertation Chair: Dr. Jenefer Husman
Committee: Dr. David Berliner, Dr. Samuel Greene, Dr. Sharon Kortman
Dissertation Title: *Teachers as learners of the teaching craft: The role of motivation*
- 1989 – 1993 M.Ed. – August 1993
Division of Psychology in Education
Arizona State University
Area of Concentration: Counselor Education
- 1982 – 1986 B.A. – May 1986
College of Education
Arizona State University
Area of Concentration: Elementary Education

POSITIONS HELD

- 2012 to present **Assistant Research Professor, Honors Faculty**, T. Denny Sanford School of Social and Family Dynamics, Arizona State University
Served as research team member on the Kindergarten Project. Led the Starting School Successfully (S3) initiative which provides resources to kindergarten stakeholders. Collaborated on the Transition to Teaching (T3) and Classroom Competence Composition (C3) studies. Taught FAS361/SOC 391: *Research Methods*, CDE 337: *Early Childhood Intervention*, FAS/SOC 484: *Internship*, and FAS 493: *Honors Thesis*
- 2010 to 2012 **Director, Teacher Preparation Research and Evaluation Project (T-PREP)**, Mary Lou Fulton Teachers College, Arizona State University
Designed and conducted research using a formative assessment model on teacher preparation offered at Arizona State University. Created an outreach plan and disseminated results and relevant information to all stakeholders. Created funding proposals and managed budgets. Served as leader of a data dissemination task force. Collaborated with stakeholders to promote the use of data in program improvement.

- 2009 to 2010 **Clinical Assistant Professor**, Mary Lou Fulton Teachers College, Arizona State University
 Taught EDP 523: *Educational Assessment*, TEL/ ECD 504: *Learning and Instruction*, EDP 514: *Psychology of the Adolescent*, DCI 593: *Applied Project*. Developed and taught SED544: *Classroom Climates*. Served on the Field Experience Working Group and the Secondary Education Masters and Certification Task Force. Led a curriculum design group for SED544.
- 2007 to 2009
 2005-2006
 2003-2004 **Liaison**, Beginning Educator Support Team (BEST), Arizona State University
 Designed and delivered professional development for teacher leaders and administrators in the areas of new teacher induction, mentoring, and professional development. Facilitated communication between invested parties in BEST consisting of school district teacher leaders, district-level administration, BEST personnel, and university entities. Designed and instructed online components for four graduate courses. Facilitated BEST's research agenda including studies on teacher career choice, teacher self-efficacy, perceived needs of beginning teachers, and teachers' demonstration of the Arizona Professional Teaching Standards. Supervised graduate research assistant.
- 2007 to 2008 **Faculty Associate**, Arizona State University
 Taught EDP514, *Psychology of the Adolescent* for post-baccalaureate secondary education students. Was responsible for curriculum design for the course. Focused on translating educational psychology concepts into classroom practice. Taught EDP303, *Human Development*. Taught lecture sessions and supervised four teaching assistants in break-out sessions. Mentored teaching assistants in their instructional practice.
- 2006 to 2007 **Research Assistant**, Arizona State University
 As part of a CAREER grant from the National Science Foundation, was part of the initial team to help establish the study. Helped to design and administer surveys on motivation to undergraduate students. Helped to create both paper and online survey versions. Assisted with database management and data analysis. Analyzed data and wrote results for an extensive study on reading motivation. Assisted with Dr. Husman's duties as the American Psychological Association's Division 15 Historian by interviewing past Division presidents and editing interviews, which resulted in three publications. Maintained the Division website. Gathered data, conducted interviews, and transcribed classroom observations and interviews as part of a qualitative study on discussions of instrumentality in a mathematics classroom.
- 2004 to 2007 **Teaching Assistant**, Arizona State University
 Instructed EDP310, *Educational Psychology*, for undergraduate education majors. Was responsible for curriculum design and all aspects of instruction and evaluation of students. Facilitated site visits for clinical practice. Modules taught include *Learning and Instruction*, *Motivation*, and *Evaluation*. Assisted with instruction of EDP303, *Human Development* for undergraduate education majors. Planned and instructed break-out groups. Assessed all written and oral student products.

- 2002 to 2003 **Peer Evaluator/Cognitive Coach**, Scottsdale Unified School District
 Evaluated teachers in Scottsdale’s Career Ladder program. Applied a 60-item instrument to assess classroom instruction of Career Ladder teachers. Collaborated with other Peer Evaluators to reach consensus on evaluation scores. Served as a cognitive coach for experienced Career Ladder teachers. Guided other experienced Career Ladder teachers through a structured reflection process of their own teaching.
- 1998 to 2001 **New Teacher/Mentor Specialist**, Scottsdale Public Schools
 Designed and implemented a comprehensive new teacher induction program serving 200+ new teachers per year in the Scottsdale Unified School District. Main duties included designing and instructing staff development opportunities for novice teachers and their mentors, educating all invested parties on the needs of new teachers and on best practices for ensuring their success, and providing new teachers with available resources.
- 2001 to 2002 **Elementary School Teacher**, Aztec Elementary School, Scottsdale, AZ
 1993 to 1998 Taught multiage classes of kindergarten and first grade, third and fourth grade, and kindergarten classes. Used the Kovalik method of Integrated Thematic Instruction. Applied multiple intelligence theory and brain-compatible learning. Served as a SPAR reader for Career Ladder program, involving analyzing teacher work for effectiveness of instruction.
- 1991 to 1992 **Preschool Owner/Director**, Love of Learning Preschool, Phoenix, AZ
 Responsible for curriculum coordination, supervising employees, and all business aspects of the preschool. Duties included day-to-day management of operations, development of rapport with parents and the community, and compliance with Health Department regulations.
- 1992 to 1993 **Elementary School Teacher**, Balsz Elementary School, Phoenix, AZ
 1986 to 1991 Taught grades three and four. Extracurricular activities included facilitating children’s support groups for children in grades one through eight, supervising and instructing peer mediators, and serving as the school’s Arts in Education coordinator which included grant writing and complete project supervision. Also served as school support group coordinator and CHAMPS facilitator. Implemented and instructed a social skills program in grades four through six. Was trained to score ASAP assessments.

CERTIFICATIONS HELD

Arizona Standard Elementary Education, K-8 Certificate, valid through 09/26/2018

Full Structured English Immersion endorsement

CLASS K-3 Certified Observer, September 2013

inCLASS Certified Observer, June 2013

Master Instructor, Intel® Teach PL PS Thinking with Technology Course and Teach PL PS v 10.1 Essentials Course, May 2010

PUBLICATIONS - ARTICLES

Refereed Journals

Duggan, M.A., Carlson, D.L., Jordan, M.E., Gaias, L., Abry, T., & Granger, K. (Under review). "Dear Diary": A qualitative examination of the Phases of First-Year Teaching. *Teaching and Teacher Education*.

Hilpert, J.C., Husman, J., Stump, G.S., Kim, W., Chung, W, & **Duggan, M.A.** (2012). Examining students' future time perspective: Pathways to knowledge building. *Japanese Psychological Research*, 54(3), 229-240.

Wadsworth, L., Husman, J., **Duggan, M.A.**, & Pennington, M.N. (2007). Learning in an online mathematics course: The importance of learning strategies and self-efficacy. *Journal of Developmental Education*, 30(3), 6-14.

Husman, J., Brem, S., & **Duggan, M.A.** (2005). Student goal orientation and formative assessment. *Academic Exchange Quarterly*, 9(3), 335-359.

Newsletters

Duggan, M.A. (2014, Summer). Interviews with past presidents: Howard T. Everson. *Newsletter for Educational Psychologists/ Division 15*. Washington, D.C.: American Psychological Association.

Duggan, M.A., Hahn, D., Husman, J. (2006, Winter). An interview with past president Merlin C. Wittrock. *Newsletter for Educational Psychologists/ Division 15*. Washington, D.C.: American Psychological Association.

Duggan, M.A. & Husman, J. (2010, Fall). An interview with past president Bill Asher. *Newsletter for Educational Psychologists/ Division 15*. Washington, D.C.: American Psychological Association.

Hahn, D., **Duggan, M.A.**, & Husman, J. (2006, Fall). An interview with past president Ernst Z. Rothkopf. *Newsletter for Educational Psychologists/ Division 15*. Washington, D.C.: American Psychological Association.

Popular Press Publications

Swanson, J. & **Duggan, M.A.** (2014, November). An attitude of gratitude: Lifelong health benefits of thankfulness. *Raising Arizona Kids*, 6.

Swanson, J., Abry, T., & **Duggan, M.A.** (2014, October). What is the Kindergarten Project? *Raising Arizona Kids*, 8.

Gaias, L. & **Duggan, M.A.** (2014, September). What if I don't like my child's teacher? *Raising Arizona Kids*, 12.

- Raymer, C. & **Duggan, M.A.** (August, 2014). Kindergarten teachers welcome parental involvement. *Raising Arizona Kids*. Retrieved at <http://www.raisingarizonakids.com/2014/08/kindergarten-teachers-welcome-parental-involvement/>
- Duggan, M.A.** & Islam, Z. (2014, June). Read with me! *Raising Arizona Kids*. Retrieved at <http://www.raisingarizonakids.com/2014/06/read/>
- Duggan, M.A.** (2014, May). How to lead a learner. *Raising Arizona Kids*, 12.
- Granger, K. & **Duggan, M.A.** (2014, April). “I can do it!” Lessons in Goal Setting. *Raising Arizona Kids*, 12.
- Bryce, C. & **Duggan, M.A.** (2014, March). Powerful learning through play. *Raising Arizona Kids*, 10-11.
- Baldanza, M. T. & **Duggan, M.A.** (2014, February). Relationships are keys to early learning. *Raising Arizona Kids*. Retrieved at <http://www.raisingarizonakids.com/2014/02/relationships-key-early-learning/>
- Duggan, M.A.**, (2014, January). The brain-body connection: movement for learning. *Raising Arizona Kids*, 8.
- Duggan, M.A.** & Bryce, C. (2013, December). A parent’s guide to tech gifts, from tots to pre-teens. *Raising Arizona Kids*. Retrieved at <http://www.raisingarizonakids.com/2013/12/parents-guide-tech-gifts-tots-pre-teens/>
- Gaias, L. & **Duggan, M.A.** (2013, November). Food deserts in the valley. *Raising Arizona Kids*, Retrieved at <http://www.raisingarizonakids.com/2013/11/food-deserts-maricopa-county/>
- Indorf, A.L.F. & **Duggan, M.A.** (2013, October). Limitless learning through “home” work. *Raising Arizona Kids*, 12.
- Swanson, J. & **Duggan, M.A.** (2013, September). Snap! How “in-the-moment” reactions affect children. *Raising Arizona Kids*, 14.
- Abry, T. & **Duggan, M.A.** (2013, August). Sometimes less is more. *Raising Arizona Kids*, 22.
- Bryce, C. & **Duggan, M.A.** (2013, July). Starting school successfully. *Raising Arizona Kids*, 6.
- Raymer, C. & **Duggan, M.A.** (2013, June). Summertime...and the learning is easy. *Raising Arizona Kids*, 12.
- Gaias, L. & **Duggan, M.A.** (2013, May). Growing a child’s relationship with nature. *Raising Arizona Kids*, 16.
- Duggan, M.A.** & Gaias, L. (2013, April). The fourth “R” of early school success: self-regulation. *Raising Arizona Kids*, 18.

Bryce, C. & **Duggan, M.A.** (2013, March). Kindergarten “redshirting”: Gift of time or ivy-league insurance? *Raising Arizona Kids*. Retrieved at <http://www.raisingarizonakids.com/2013/03/kindergarten-redshirting-gift-of-time-or-ivy-league-insurance/>

Indorf, A.F. & **Duggan, M.A.** (2012, December 19). To feed the mind you need to feed the body healthfully. *The Arizona Republic*.

Duggan, M.A. & Swanson, J. (2012, August 20). Invest in kids’ learning to ensure their success. *The Arizona Republic*.

Duggan, M.A. (2012, Summer). Nurturing friendships. *Palm Beach Woman Magazine*.

Duggan, M.A. (2011, Winter). Doing for our daughters. *Palm Beach Woman Magazine*.

Duggan, M.A. (1998, August). Create a study space. *Eastside Parent*, 67.

Duggan, M.A. (1998, Fall). Nurturing your child’s eight intelligences. *Family Software Magazine*, 32-34.

Duggan, M.A. (1998, Holiday). A back to balance approach. *Family Software Magazine*, 42-43.

Duggan, M.A. (1998). Get organized. *Raising Arizona Kids*, 8, 4+.

Duggan, M.A. (1997, September/October). Time to get a life. *Learning*, 23-25.

Duggan, M.A. (1997, March). I cook, and I understand. *Raising Arizona Kids*, 16-18.

Duggan, M.A. (1996). Tips from the trenches. *Growing Child*, 24, 1-2.

Duggan, M.A. (1995, August). Is your job giving you gray hair? *Learning*, 72-73.

Duggan, M.A. (1995, April/May). Why can’t we all get along? *Learning*, 61+.

PUBLICATIONS - BOOKS

Duggan, M.A. (1997). *Powerful parent letters for k-3*. Thousand Oaks, CA: Corwin Press.

Duggan, M.A. (1998). *Quick classroom party ideas*. Torrance, CA: Fearon Teacher Aids.

PUBLICATIONS – BOOK CHAPTERS

Husman, J., **Duggan, M. A.**, & Fishman, E. (2014). The Teacher Time Bubble: Expanding Teachers’ Imaginings of the Future to Support Learning. In Paul Richardson, Stuart Karabenick, & Helen Watt (Editors). *Teacher Motivation: Theory and Practice*. New York: Routledge.

PUBLICATIONS – MULTI-MEDIA

Duggan, M.A. (1999). Notes home: 115 letters and forms on CD-ROM for busy teachers (computer software). Thousand Oaks, CA: Corwin Press.

PUBLICATIONS – TECHNICAL REPORTS

Brem, S.K., Husman, J., & **Duggan, M.A.** (2005). *Final report to Renaissance Learning*. Technical report submitted to Renaissance Learning, Inc.

PROFESSIONAL EXPERIENCE – CONFERENCE PRESENTATIONS

International

Husman, J., **Duggan, M.A.**, & Lee, J. (2012, September). *Can people differentiate between global connectedness and situative connectedness?* Paper presented at the 1st International Conference on Time Perspective, Coimbra, Portugal.

Husman, J., Lynch, C., Hilpert, J., Kim, W., **Duggan, M.A.**, & Chung, W. (2007, August). *When learning seems (un)important: Future time perspective and post-secondary students' self-regulatory strategy use*. Paper presented at the 12th biennial Conference for Research on Learning and Instruction, Budapest, Hungary.

Husman, J., Hilpert, J., Lynch, C., Kim, W., **Duggan, M.A.**, & Chung, W. (2007, August). *Connecting with the future: Measuring future time perspective in science and engineering students*. Paper presented at the 12th biennial Conference for Research on Learning and Instruction, Budapest, Hungary.

Duggan, M.A. & Husman, J. (2006, September). *Teachers as motivated learners: Understanding the connection between teachers' future time perspective, goal orientation, and motivation for learning the teaching craft*. Paper presented at the 10th biannual International Conference on Motivation, Landau, Germany.

Husman, J., **Duggan, M.**, Pennington, N., & Wadsworth, L. (2005, August). *Endogenous and exogenous instrumentality: How can we make sense of these constructs?* Paper presented at the 2005 biennial meeting of the European Association for Research on Learning and Instruction, Nicosia, Cyprus.

National

Duggan, M.A., Carlson, D.L., Indorf, A.L.F., Gaias, L.M., Abry, T., Jordan, M.E. (2014, April). *"Dear Diary:" A qualitative examination of the phases of first year teaching*. Paper submitted to the 2014 annual meeting of the American Educational Research Association, Philadelphia, PA.

Duggan, M.A., Gaias, L.M., & Indorf, A.L.F. (2014, April). *Teachers' ideal and actual instructional priorities in the ever-changing world of kindergarten*. Paper submitted to the 2014 annual meeting of the American Educational Research Association, Philadelphia, PA.

- Gaias, L. M., Swanson, J. M., Bryce, C. I., Abry, T., Bradley, R. H., **Duggan, M. A.**, Fabes, R. A., Indorf, A. L. F., & Raymer, C. N. (2013, January). *Moderated relations among daily hassles, temperament, and empathy in pre-service teachers*. Paper presented at the Occasional Temperament Conference, Salt Lake City, UT.
- Duggan, M.A.**, Barnett, J.H., & Amrein-Beardsley, A. (2011, February). *The teacher pipeline: Reforming a statewide teacher preparation system*. Paper presented at the 63rd annual meeting of the American Association of Colleges for Teacher Education, San Diego, CA.
- Duggan, M.A.**, Barnett, J.H., & Amrein-Beardsley, A. (2011, April). *Strengthening the pipeline: Reforming teacher education for the public good*. Poster presented at the 2011 annual meeting of the American Educational Research Association, New Orleans, LA.
- Duggan, M.A.**, Kortman, S., & Kim, W. (2009, August). *Am I a good teacher? Efficacy assessments of beginning teachers*. Poster presented at the 2009 Annual Convention of the American Psychological Association, Toronto, Canada.
- Kortman, S., & **Duggan, M.A.** (2009, August). *Teaching Standards Assessment: Scale Development Process and Analysis*. Poster presented at the 2009 Annual Convention of the American Psychological Association, Toronto, Canada.
- Kortman, S., **Duggan, M.A.**, Dix, Y., & Samuels, E. (2009, December). *Assessing and supporting teacher effectiveness through professional teaching standards*. Paper presented at the 2009 Annual Conference of the National Staff Development Council, St. Louis, MO.
- Duggan, M.A.** & Kortman, S.K. (2009, April). *The decision to become a teacher: An examination through a motivation lens*. Paper presented at the 2009 Annual Convention of the American Educational Research Association, San Diego, CA.
- Kortman, S.A. & **Duggan, M.A.** (2009, April). *Top ten needs of beginning teachers: Analyses across diverse educational settings*. Paper presented at the 2009 Annual Convention of the American Educational Research Association, San Diego, CA.
- Kortman, S., **Duggan, M.A.**, McCall, M, & Meier, J. (2008, December). *Shared leadership: Strengthening teacher leaders and administrators*. Paper presented at the 2008 Annual Conference of the National Staff Development Council, Washington, D.C.
- Kortman, S. & **Duggan, M.A.** (2008, November). *Strength through Shared Leadership: How Administrators and Teacher Leaders Work Together to Support Professional Growth*. Paper presented at the 2008 Phi Delta Kappa International Summit on High-Performing Educators, San Antonio, TX.
- Duggan, M.A.** & Lynch, C.S. (2007, August). *Motivation to learn the teaching craft in beginning teachers*. Paper presented at the 2007 Annual Convention of the American Psychological Association, San Francisco, CA.

- Husman, J., Hilpert, J., Lynch, C., **Duggan, M. A.**, Kim, W., & Chung, W. (2007, August). *Connecting With the Future: Measuring Future Time Perspective in Science and Engineering Students*. Presented at the 2007 Bi-Annual Meeting of the European Association for Research on Learning and Instruction, Budapest, Hungary.
- Husman, J., Hilpert, J., Lynch, C., **Duggan, M. A.**, Kim, W., & Chung, W. (2007, August). *Connecting With the Future: Measuring Future Time Perspective in Science and Engineering Students*. Presented at the 2007 Bi-Annual Meeting of the European Association for Research on Learning and Instruction, Budapest, Hungary.
- Husman, J., Lynch, C., Hilpert, J., and **Duggan, M. A.** (2007, June). *Validating measures of future time perspective for engineering students: Steps toward improving engineering education*. Paper presented at the American Society for Engineering Education Annual Conference and Exposition, Honolulu, HI.
- Brem, S.K., **Duggan, M.A.**, Hilpert, J., & Husman, J.E. (2006, February). *Reading Renaissance and motivation: Assessment doesn't have to hurt*. Paper presented at the National Renaissance Learning Conference, Nashville, TN.
- Duggan, M.A.**, Lynch, C.S., Husman, J., & Shell, D.F. (2006, August). *A validation study of the Student Perceptions of Classroom Knowledge-building Scale*. Paper presented at the 2006 Annual Convention of the American Psychological Association, New Orleans, LA.
- Duggan, M.A.** & Husman, J. (2006, April) *Teachers as learners: An examination of first year teachers' achievement goals and future time perspective*. Poster session presented at the 2006 annual meeting of the American Educational Research Association, San Francisco, CA.
- Hilpert, J., Husman, J., **Duggan, M.A.**, & Brem, S. (2006, April) *Reading to learn rather than to impress: Validating PALS for young readers*. Poster session presented at the 2006 annual meeting of the American Educational Research Association, San Francisco, CA.
- Husman, J., Lynch, C., Hilpert, J., & **Duggan, M.A.** (2007, June). *Validating measures of future time perspective for engineering students: Steps toward improving engineering education*. Paper presented at the American Society for Engineering Annual Conference and Exposition, Honolulu, HI.
- Lynch, C.S., **Duggan, M.A.**, & Husman, J. (2006, August). *The effect of context on teacher efficacy beliefs*. Paper presented at the 2006 Annual Convention of the American Psychological Association, New Orleans, LA.

Regional

- Kortman, S. A. & **Duggan, M. A.** (2009, February). *Systemic impact through university-district partnerships*. Paper presented at A National Conference on "What Works in Educational Partnerships," Phoenix, AZ.

Golemon, H., Kortman, S.A., & **Duggan, M.A.** (2007, December). *Beginning educator support: Creating and sustaining leadership*. Presentation at the Arizona School Board Association/Arizona Superintendents Association Annual Conference, Phoenix, AZ.

Duggan, M.A. (2006, February). *Assessing student motivation ethically and effectively*. Paper presented at the 31st annual Southwest Regional Conference of the International Reading Association, Albuquerque, NM.

Brem, S., **Duggan, M.A.**, Hilpert, J., Husman, J., & Milione, M. (2006, October). *Student motivation in guided independent reading: How can we assess without turning students off?* Paper presented at the 25th annual Southeast Regional Conference of the International Reading Association, Mobile, AL.

Duggan, M.A. & Husman, J. (2005, November). *Measuring the time bubble*. Paper presented at the 1st biennial conference of the Southwest Consortium for Innovative Psychology in Education, Las Vegas, NV.

Husman, J. & **Duggan, M.A.** (2005, November). *The process of becoming a teacher*. Paper presented at the 1st biennial Southwest Consortium for Innovative Psychology in Education, Las Vegas, NV.

PROFESSIONAL EXPERIENCE – CONFERENCE PARTICIPATION

Featured participant in Jordan, M. & Kraft, K. (2013, November). *Doing educational research in STEM domains: Does the domain matter? Does psychological methodology matter?* Symposium presented at the 5th biennial conference of the Southwest Consortium for Innovative Psychology in Education, Tucson, AZ.

Featured participant in Atencio, D. & Iddings, C. (2013, November). *Competencies, dispositions, & activities: Early childhood educators' responsiveness to cultural & linguistic diversity*. Symposium presented at the 5th biennial conference of the Southwest Consortium for Innovative Psychology in Education, Tucson, AZ.

Duggan, M.A. (2010). (Roundtable Chair) *Investigating motivation in teachers*. Roundtable chaired at the 2010 annual meeting of the American Educational Research Association, Denver, CO.

Duggan, M.A. (2009, April). (Session Moderator) *Programmatic research: an example*. Moderated session at the 2009 biennial meeting of the Consortium for Innovative Psychology in Education, Las Vegas, NV.

Featured participant in Turner, J. & Urdan, T. (2007, November). *Development and change of teacher practices in mathematics*. Symposium presented at the 2nd biennial conference of the Southwest Consortium for Innovative Psychology in Education, Phoenix, AZ.

Middleton, M. & **Duggan, M.A.** (2007, April). (Symposium Co-chair) *Motivation of teachers as learners of the teaching craft*. Symposium presented at the 2007 annual meeting of the American Educational Research Association, Chicago, IL.

PROFESSIONAL AFFILIATIONS/POSITIONS

2007 to present	American Psychological Association Member
2007 to present	American Educational Research Association Member
2012 to 2013	Member of the Society for Research in Child Development
2012	Reviewer for International Journal of Educational Research
2010	Reviewer for Journal of Advanced Academics
2009 to 2012	Reviewer for Current Issues in Education
2003 to present	Community representative for Career Ladder Steering Committee, Scottsdale Unified School District, Scottsdale, AZ
2005 to present	Southwest Consortium for Innovative Psychology in Education Member
2004 to 2012	Reviewer for the American Educational Research Association, Division C
2007 to present	Reviewer for the American Psychological Association, Division 15
2008	National Staff Development Council Member
2008	Phi Delta Kappa Member
2007	Conference Committee Chair for the 2 nd biennial Southwest Consortium for Innovative Psychology in Education, November 1-3, Phoenix, AZ.
2006	Volunteer Instructional Coach, Echo Mountain Primary School, Phoenix, AZ
2005	On-site Conference Coordinator for the 1 st biennial Southwest Consortium for Innovative Psychology in Education, November 3-5, Las Vegas, NV

AWARDS AND HONORS

2010	President's Medal for Social Embeddedness, Arizona State University
2006	Division of Graduate Studies Travel Award
2006	American Educational Research Association Graduate Research Seminar

- 2006 American Educational Research Association Motivation SIG Travel Award
- 2005 Graduate Student Award for Instructional Excellence 2004 – 2005,
Division of Psychology in Education, Arizona State University

VITA

January 1, 2015

Name

Larry E. Dumka

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Academic Training

Ph.D., 1989. Marriage and Family Therapy, Purdue University.

M.A., 1982. Counseling Psychology, Simon Fraser University.

B.A., 1972. Psychology, University of Manitoba.

Professional Positions

Associate Professor, Sanford School of Social and Family Dynamics, Arizona State University, 1997-present.

Assistant Professor, Department of Family Resources and Human Development, Arizona State University, 1991-1997.

Assistant Professor, Department of Child and Family Development, University of Georgia, 1989-1991.

Director, The Marriage Project, Vancouver, British Columbia, Canada, 1983-1986.

Research and Creative Activity

Refereed Journal Publications (*Italics indicate student co-authors*)

Mauricio, A. M., Tein, J.-Y., Gonzales, N. A., Millsap, R., & Dumka, L. E. (in press). Responder and non-responder participation patterns and their links to child internalizing symptom reduction among Mexican American families in a universal preventive intervention. *Prevention Science*.

Mauricio, A. M., Berkel, C., Tien, J.-Y., Gonzales, N. A., & Dumka, L. E. (in press). Participation patterns among Mexican American parents enrolled in a universal intervention and their association with child externalizing outcomes. *American Journal of Community Psychology*.

Tyrell, F., Wheeler, L. A., Gonzales, N. A., Dumka, L. E., & Millsap, R. (in press). Family influences on Mexican American adolescents' romantic relationships: Moderation by gender and culture. *Journal of Research on Adolescence*. DOI: 10.1111/jora.12177

- Gonzales, N. A., Wong, J., Toomey, R., Millsap, R., Dumka, L., & Mauricio, A. (2014). School engagement mediates long term prevention effects for Mexican American adolescents. *Prevention Science, 15*, 929-939. DOI: 10.1007/s11121-013-0454-y
- Wong, J. J., Gonzales, N. A., Montano, A., & Dumka, L. E., & Millsap, R. E. (2014). Parenting intervention effects on parental depression: Examining the role of parenting and child behavior. *Journal of Family Psychology, 28*, 267-277. <http://dx.doi.org.ezproxy1.lib.asu.edu/10.1037/a0036622>
- Jensen, M. , Wong, J., Gonzales, N. A., & Dumka, L. E. (2014). Long-term effects of a universal family intervention: Mediation through parent-child conflict. *Journal of Clinical Child and Adolescent Psychology, 43*, 415-427. DOI:10.1080/15374416.2014.891228
- Wong, J., Roubanov, D., Gonzales, N., Dumka, L., & Millsap, R. (2013). Father enrollment and participation in a parenting intervention: Personal and contextual predictors. *Family Process, 52*, 351–369. DOI: 10.1111/famp.12024
- Brittian, A. S., Toomey, R. B., Gonzales, N. A., & Dumka, L. E. (2013). Perceived discrimination, coping strategies, and Mexican origin adolescents' internalizing and externalizing behaviors: Examining the moderating role of gender and cultural orientation. *Applied Developmental Science, 17*, 4-19. DOI: 10.1080/10888691.2013.748417
- German, L., Gonzales, N. A., Bonds McClain, D., & Dumka, L. E. (2013). Maternal warmth moderates the link between harsh discipline and later externalizing behaviors for Mexican-origin Adolescents. *Parenting: Science and Practice, 13*, 169-177. DOI: 10.1080/15295192.2013.756353
- Gonzales, N. A., Dumka, L. E., Millsap, R. S., Gottschall, A., Bonds, D., German, M., Mauricio, A. M., Wheeler, L., Lee, S. Carpentier, F., & Kim, S. Y. (2012). Randomized trial of a broad preventive intervention for Mexican American adolescents. *Journal of Consulting and Clinical Psychology, 80*, 1-16. doi: 10.1037/a0026063
- Umaña-Taylor, A. J., Wong, J. J., Gonzales, N. A., & Dumka, L. E. (2012). Ethnic identity and gender as moderators of the association between discrimination and academic adjustment among Mexican-origin adolescents. *Journal of Adolescence, 35*, 775-786. doi:10.1016/j.adolescence.2011.11.003
- Liu, F., Gonzales, N.A., Fernandez, C., Millsap, R.E., Dumka, L.E. (2011). Family stress and coping for Mexican origin adolescents. *Journal of Clinical Child and Adolescent Psychology, 40*(3), 385-397.
- Dumka, L. E., Gonzales, N. A., Wheeler, L. A., & Millsap, R. (2010). Parenting self-efficacy and parenting practices over time in Mexican American families. *Journal of Family Psychology, 24*, 522-531. DOI: 10.1037/a0020833. PMID: PMC3138710.
- Dumka, L. E., Gonzales N. A., Bonds, D., & Millsap, R. (2009). Academic success in Mexican origin adolescent boys and girls: The role of mothers' and fathers' parenting and cultural orientation. *Sex Roles, 60*, 588-599. PMID: PMC3128498.
- German, M., Gonzales, N. A., Bonds, D. D., Dumka, L. E., Millsap, R. E. (2009). Familism values as a protective factor for Mexican-origin adolescents exposed to deviant peers. *Journal of Early Adolescence, 29*, 16-42. PMID: PMC3138713.
- Gonzales, N.A., German, M., Kim, S.Y., George, P., & Fabrett, F., Millsap, R., & Dumka, L.E. (2008). Mexican American adolescents' cultural orientation, externalizing behavior and academic engagement: The role of traditional cultural values. *American Journal of Community Psychology, 41*, 151-164. PMID: PMC3128503.

- Dumka, L., Mauricio, A., & Gonzales, N. (2007) Research partnerships with schools to implement preventive interventions for Mexican origin families. *Journal of Primary Prevention, 28*, 408-420. PMID: PMC3128502.
- Dillman Carpentier, F., Mauricio, A., Gonzales, N., Millsap, R. E., Meza, C. M., Dumka, L., Germán, M., & Genalo, M. T. (2007). Engaging Mexican origin families in a school-based preventive intervention. *Journal of Primary Prevention, 28*, 521-546.
- Formoso, D., Gonzales, N. A., Barrera, M., & Dumka, L. E. (2007). Interparental relations, maternal employment, and fathering in Mexican American families. *Journal of Marriage and Family, 69*, 26-39.
- Kreiger, T. C., & Dumka, L. E. (2006). Hypergender: Extreme masculinity and femininity or indicators of psychological symptomatology? *Sex Roles, 54*, 777-785
- Gonzales, N. A., Dumka, L. E., Deardorff, J., Jacobs-Carter, S., & McCray, A. (2004). Preventing poor mental health and school dropout of Mexican-American adolescents following the transition to junior high school. *Journal of Adolescent Research, 19*, 113-131.
- Hill, N., Ramirez, C., & Dumka, L. (2003). Early adolescents' career aspirations: A qualitative study of perceived barriers and family support among low-income, ethnically diverse adolescents. *Journal of Family Issues, 24*, 934-959.
- Dumka, L., Prost, J., & Barrera, Jr., M. (2002). The parental relationship and adolescent conduct problems in Mexican American and European American families. *Journal of Couple and Relationship Therapy, 1(4)*, 37-57.
- Barrera, Jr., M., Prelow, H. M., Dumka, L. E., Gonzales, N. A., Knight, G. K., Michaels, M. L., Roosa, M. W., & Tein, J.-Y. (2002). Pathways from family economic conditions to adolescents' distress: Supportive parenting, stressors outside the family, and deviant peers. *Journal of Community Psychology, 30*, 135-152.
- Roosa, M. W., Dumka, L., Gonzales, N. A., & Knight, G. P. (2002). Cultural/ethnic issues and the prevention scientist in the 21st century. *Prevention and Treatment, 5*, Article 5. Posted January 15, 2002 on <http://journals.apa.org/prvention/volume5/pre0050005a.html>.
- Dumka, L., Gonzales, N., Wood, J. & Formoso, D. (1998). Using qualitative methods to develop contextually relevant measures and preventive interventions: An illustration. *American Journal of Community Psychology, 26*, 600-633.
- Dumka, L., Garza, C., Roosa, M., & Stoerzinger, H. (1997). Recruitment and retention of high-risk families into a preventive parent training intervention. *Journal of Primary Prevention, 18*, 25-39.
- Dumka, L., Roosa, M., & Jackson, K. (1997). Risk, conflict, mothers' parenting, and children's adjustment in low-income Mexican immigrant and Mexican American families. *Journal of Marriage and the Family, 59*, 309-323.
- Roosa, M., Dumka, L., & Tien, J. Y. (1996). Family characteristics as mediators of the influence of problem drinking and multiple risk status on child mental health. *American Journal of Community Psychology, 24*, 607-624.
- Dumka, L., Stoerzinger, H., Jackson, K., & Roosa, M. (1996). Examination of the cross cultural and cross language equivalence of the parenting self-agency measure. *Family Relations, 45*, 216-222.

- Dumka, L., Sprenkle, D., & Martin, P. (1995). Development of brief scales to monitor clients' constructions of change. *Journal of Family Psychology, 9*, 385-401.
- Dumka, L., & Roosa, M. (1995). The role of stress and family relationships in mediating problem drinking and fathers' personal adjustment. *Journal of Studies on Alcohol, 56*, 528-537.
- Dumka, L., Roosa, M., Michaels, M., & Sub, K. (1995). Using research and theory to develop prevention programs for high risk families. *Family Relations, 44*, 78-86.
- Reprinted in D. H. Demo & A. M. Ambert (Eds.), *Families in focus series, Vol. III: Parents and adolescents in changing families* (pp. 274-287). Minneapolis, MN: National Council on Family Relations.
- Dumka, L., & Roosa, M. (1993). Factors mediating problem drinking and mothers' personal adjustment. *Journal of Family Psychology, 7*, 333-343.
- Roosa, M., Tein, J., Groppenbacher, N., Michaels, M., & Dumka, L. (1993). Mothers' parenting behavior and child mental health in families with a problem drinking parent. *Journal of Marriage and the Family, 55*, 107-118.
- Martin, P., Halverson, C., Olsen, S., Pesce-Trudell, A., & Dumka, L. (1993). Generationsunterschiede in Elterlicher Erziehung [Generational differences in parenting. *Psychologie in Erziehung und Unterricht [Educational Psychology], 40*, 170-178.
- Dumka, L. (1992). Strengthening the pleasure bond: Sexual enhancement in marital therapy. *Journal of Family Psychotherapy, 3*, 1-18.
- Hiebert, B., Cardinal, J., Dumka, L., & Marx, R. W. (1983). Self-instructed relaxation: A therapeutic alternative. *Biofeedback and Self Regulation, 4*, 601-616.
- Hiebert, B., Dumka, L., & Cardinal, J. (1983). The validity of self-monitored indices of relaxation. *Canadian Counsellor, 1*, 47-48.

Book Chapters

- Dumka, L. E., Gonzales, N. A., Bonds McClain, D. D., & Millsap, R. (2013). Family, culture, gender and Mexican American adolescents' academic success. In S. Chuang & C. Tamis-Lamonda (Eds.), *Gender roles in immigrant families* (pp. 155-175). New York: Springer. doi: 10.1007/978-14614-6735-9
- Gonzales, N.A., Dumka, L.E., Mauricio, A.M., & German, M. (2007). Building Bridges: Strategies to promote academic and psychological resilience for adolescents of Mexican Origin. In J. Lansford, K. Deater-Deckard, & M. Bornstein (Eds.), *Immigrant families in contemporary society* (pp. 268-286). New York, NY: Guilford Press.
- Dumka, L. (2003). Promoting healthy development in childhood through family strengthening. In M. Bloom & T. Gullotta (Eds.), *The encyclopedia of primary prevention* (pp. 480-486). New York: Kluwer Academic/Plenum Publishers.
- Dumka, L.E., Lopez, V., & Jacobs-Carter, S. (2002). Parenting interventions adapted for Latino families: Progress and prospects. In J. M. Contreras, K. A., Kerns, and A. M. Neal-Barnett (Eds.), *Latino children and families in the United States* (pp. 203-231). Westport, CT: Greenwood Press.

Refereed Proceedings of Conferences (Chapter)

Dumka, L. (1991). Integrating qualitative and quantitative data in family therapy research. In M. J. McGee Brown (Ed.), *Diversity and design: Studying culture and the individual* (pp. 398-406). Proceedings of the Fourth Annual Qualitative Research in Education Conference, Athens, GA: College of Education, University of Georgia.

Research Intervention Manuals

Dumka, L.E., Gonzales, N.A., Wolchik, S. & Mauricio, A.M. (2003). *Puentes a la Secundaria / Bridges to High School Program: Group Leader Intervention Manual for Parent Program*. (Available from Prevention Research Center, Arizona State University, P.O. Box 876005, Tempe, AZ 85287)

Gonzales, N.A., Mauricio, A.M., Dumka, L.E., & Sandler, I.S. (2003). *Puentes a la Secundaria / Bridges to High School Program: Group Leader Intervention Manual for Adolescent Program*. (Available from Prevention Research Center, Arizona State University, P.O. Box 876005, Tempe, AZ 85287)

Mauricio, A.M., Dumka, L.E., & Gonzales, N.A. (2003). *Puentes a la Secundaria / Bridges to High School Program: Group Leader Intervention Manual for Family Program*. (Available from Prevention Research Center, Arizona State University, P.O. Box 876005, Tempe, AZ 85287)

Gonzales, N.A., Dumka, L.E., & Mauricio, A.M. (2003). *Puentes a la Secundaria / Bridges to High School Program: Group Leader Intervention Manual for Middle School Workshop*. (Available from Prevention Research Center, Arizona State University, P.O. Box 876005, Tempe, AZ 85287)

Dumka, L. (1994). *Raising Successful Children Program: Group leaders' manual*. Tempe, AZ: Program for Prevention Research, Arizona State University (285 pp.).

Stoerzinger, H. D., Dumka, L. E., & Roosa, M. W (1994). *Raising Successful Children Program: Implementation manual*. Tempe, AZ: Program for Prevention Research, Arizona State University (213 pp.).

Manuscripts In Review

Gonzales-Backen, M. A., Dumka, L., Millsap, R., Yoo, H. C., Schwartz, S. J., Zamboanga, B. L., Weisskirch, R. S., Rodriguez, L., Castillo, L. G., Kim, S. Y., Brown, E. J., Whitbourne, S. K., Vazsonyi, A. T. (under review). The Role of Social and Personal Identities in Self-Esteem among Ethnic Minority Emerging Adults.

Manuscripts In Revision

German, M., Gonzales, N. A., West, S., & Dumka, L. An Experimental Test of Parental Influences on Early Age Intercourse among Mexican-American Adolescents.

Manuscripts In Preparation

Dawes, N., Modecki, K., Dumka, L., Gonzales, N. (in preparation). Mexican-Origin Youth Participation in Extracurricular Activities: Predicting Trajectories of Involvement from 7th to 12th Grade.

Non-Refereed Articles, Reports, and Reviews

Dumka, L. E. (2002). *Arizona State University marriage and family therapy program: Self-study*. Prepared for the application for candidacy for accreditation of the marriage and family therapy program in the Department of Family and Human Resources prior to the site visit. Tempe, AZ: Department of Family and Human Development, Arizona State University.

Dumka, L. E. (1989). Assessing the content of graduate programs in family therapy; Assessing the training system of graduate family therapy programs; Interviewing faculty and students of graduate programs in family therapy; A rating scale for comparing graduate programs in family therapy. Series of four articles published in *the Student Associate Organization Viewpoint* (Newsletter of the Student Associate Organization, American Association for Marriage and Family Therapy).

Grants Awarded

Gonzales, N. (PI), **Dumka, L.** (Co-Investigator, RID 10%), Eisenberg, N., Leuken, L., Mauricio, A. M., & Winslow, E. (2014, July). Optimizing a Drug Abuse Prevention Program for Dissemination Granted by National Institute on Drug Abuse. Awarded for five year grant period total costs: \$4,473,000.

Gonzales, N. (PI; 46% recognition), **Dumka, L.** (Co-PI; 26% RID), Milsap, R. (**Co-Principal Investigator**; 26% recognition) (2007-2012). *Effects of a preventive intervention for Mexican American adolescents*. Granted by the US National Institute for Mental Health, Washington, DC., September 27, 2007-2013. Awarded for five year grant period direct costs: \$2,960,985.

Gonzales, N. (PI; 33% recognition), **Dumka, L.** (Co-PI; 33% RID), Milsap, R. (**Co-Principal Investigator**; 28% recognition) (2002-2007). *A preventive intervention for Mexican American adolescents*. Granted by the US National Institute for Mental Health, R01-MH64707, Washington, DC., September 21, 2001. Awarded for five year grant period: direct costs: \$2,454,198; total costs: \$3,663,640.

Sandler, I., Roosa, M., Wolchik, S., West, S., & Braver, S. (PI's) (February 1995- January 2000). *Center for prevention of child and family stress*. Program for Prevention Research, Arizona State University, Tempe, AZ. (Awarded total direct costs for Center \$3,877,274). As an **Investigator** with the Center, I proposed and conducted four studies as part of the 5 year Center grant:
 1995-Ethnographic study of influences on parenting (direct costs \$37,284);
 1996-(with M. Roosa) Validity study for measures of influences on parenting (\$39,929);
 1998-Development of parent training program for parents of 6th graders (\$16,000);
 1999-Pilot test of Raising Successful Children Program for parents of 6th graders (\$45,690).

Dumka, L. E. (**Principal Investigator**). (January, 1990 to June, 1991). *A comparison of clients' constructions of change in the initial sessions of problem-focused and solution-focused marriage and family therapy*. University of Georgia Research Foundation. Athens, GA. (\$8,200, total).

Dumka, L. E. (Director). (January, 1985 to July, 1986). *A program to involve laypeople in setting up structures for marriage preparation, support and enrichment within congregations*. The Anglican Diocese of New Westminster, Vancouver, BC, Canada (\$75,000 for 4 years).

Grayston, D. & Dumka, L. E. (Co-Administrators). (1983). *An interchurch agency to provide marriage preparation, enrichment and therapy services*. The Anglican Diocese of New Westminster (\$35,000).

Grayston, D. & Dumka, L. E. (Co-Administrators). (1982). *An interchurch agency to provide marriage preparation, enrichment and therapy services*. The Anglican Church of Canada (\$8,000).

Grants Submitted

Grants In Preparation

The Community Action Research Experiences (CARE) Program in the School of Social and Family Dynamics,
Arizona State University

Conference Papers and Presentations (*Italics indicate student co-authors; Refereed first; Invited addresses below*)

International (refereed)

Dumka, L. E., (June, 2014). *ACT enhanced parenting intervention to promote at-risk adolescents' school engagement*. Paper presented at symposium at the World Conference XII of the Association for Contextual Behavior Science (Minneapolis, MN)

Dumka, L. E. (July, 2011). *Using the ACT framework to build leadership for community improvement*. Paper presented at symposium at the World Conference IX of the Association for Contextual Behavior Science (Parma, Italy)

Dillman Carpentier, F., Corney, L., Gonzales, N., Dumka, L., Mauricio, A., & Genalo, M. T. (2006, June). *Adolescent movie preferences, mental health, and temperament*. Abstract presented at the annual meeting of the International Communication Association, Dresden, Germany.

Martin, P., Halverson, C., Dumka, L., & Olson, S. (1991, September). *Elterliche Erziehung im intergenerationellen Bezug [Parenting from an intergenerational perspective]*. Paper presented at the 10th Congress on Developmental Psychology, Cologne, Federal Republic of West Germany.

National (refereed)

Gonzales-Backen, M. Dumka, L. E., Millsap, R. ., Yoo, B., Schwartz, S., Zamboanga, B., Weisskirch, R., Rodriguez, L., Castillo, L., & Kim, S. Y. (March, 2014). *Identifying personal-social Identity profiles among young adults using latent profile analysis*. Paper presented at the Biennial Meeting for the Society for Research in Adolescence. Austin, TX.

Gonzales, N. A., Winslow, E., Dumka, L. E., Mauricio, A. M., Tein, Y-T, Luecken, L. & Eisenberg, N. (June, 2014). *Optimizing the next generation of family based prevention in schools*. Paper presented at the annual meeting of the Society of Prevention Research Conference. Washington, DC.

Dumka, L. E. (2013, May). *Integrating Mindfulness into Parenting Interventions*. Presented at special interest group meeting at the 2013 meeting of the Society of Prevention Research Conference. San Francisco, CA.

Tyrell, F. A., Wheeler, L., Gonzales, N., Dumka, L. E. (2013, April). *General Coping Efficacy as a Mediator of Parent-Adolescent Interactions and Romantic Relationship Intimacy Among Mexican-Origin Families*. Poster presented at the biennial meeting of the Society for Research on Child Development. Seattle, WA.

Wong, J. J., Gonzales, N. A., Jensen, M., Millsap, R. E., Toomey, R., & Dumka, L. E. (2013, April). *Intervention effects on school engagement and substance use reduce Mexican American health disparities*. Poster presented at the biennial meeting of the Society for Research on Child Development. Seattle, WA.

- Wong, J. J., Gonzales, N. A., & Dumka, L. E. (2013, April). Adolescent experimentation with smoking and drinking: Social and parental influences. Paper presented at the biennial meeting of the Society for Research on Child Development. Seattle, WA.
- Mauricio, A. M., Tein, J-T, Millsap, R.E., Gonzales, N. & Dumka, L. E. (2013, May). *Differentiating responder and nonresponder patterns of participant engagement and their link to internalizing symptom reduction in a universal preventive intervention*. Poster presented at the annual meeting of the Society of Prevention Research Conference. San Francisco, CA.
- Mauricio, A. M., Berkel, C., Gonzales, N., Tein, J-T, & Dumka, L. E. (2013, May). *The moderating effects of group cohesion on the association between adherence and attendance among Mexican-American mothers enrolled in a preventive intervention*. Paper presented at the annual meeting of the Society of Prevention Research Conference. San Francisco, CA.
- Tyrell, F. A., Wheeler, L., Gonzales, N., & Dumka, L. (2012, July). *Coping Processes as Mediators of Parent-Child Interactions and Romantic Relationship Outcomes*. Poster presentation accepted to the 2012 Biennial Meeting of the International Association for Relationship Research, Chicago, Illinois.
- Dumka, L. E., Gonzales, N. A., Jensen, M., & Millsap, R. (2012, March). *Determinants of Harsh Parenting in Mexican American Families*. Poster to be presented at the Biennial Meeting for the Society for Research in Adolescence, Vancouver, Canada.
- Wong, J. J., Gonzales, N. A., Jensen, M., Dumka, L. E., & Millsap R. (2012, March) *Mutual Influences between Adolescent Substance Use and Academic Engagement among Mexican American Youth*. Poster to be presented at the Biennial Meeting for the Society for Research in Adolescence, Vancouver, Canada.
- Tyrell, F., Wheeler, L. A., Gonzales, N. A., & Dumka, L. (2012, March). *Family Predictors of Mexican-Origin Adolescents' Romantic Relationship Quality*. Poster to be presented at the Biennial Meeting for the Society for Research in Adolescence, Vancouver, Canada.
- Gonzales, N. A., Wong, J., Dumka, L.E., Millsap, R. Gottschall, A., Mauricio, A.M. (2011, May). *Parenting Mediators of Five Year Effects of the Bridges to High School Program*. In I. N. Sandler (Chair), *Long Term Effects of Prevention Parenting Programs: Findings and Implications for Research and Policy*. Poster symposium at the 2011 Society of Prevention Research Conference in Washington D.C.
- Jensen, M., Montano, Z., Gonzales, N. A., Dumka, L.E., & Mauricio, A.M. (2011, June). *Cultural Broadening of the Bridges to High School Program*. Poster presentation at the 2011 Society for Community Research and Action Conference in Chicago, IL.
- Mauricio, A. M., Gonzales, N.A., Tein, J.Y., & Dumka, L.E. (2011, May). *Retaining Parent Participation in Interventions that Decrease Youth Mental, Emotional, and Behavioral Problems: The Influence of Intervention Group Process*. Paper symposium at the 2011 Society of Prevention Research Conference. Washington, DC
- Dumka, L.E., Gonzales, N. A., Bonds McClain, D., & Millsap, R. (2011, March). *Cultural practices, values, mothers' parenting, and the academic performance of Mexican origin adolescents*. Paper presented at the biennial meeting of the Society for Research on Child Development. Montreal, Quebec, Canada.
- Umaña-Taylor, A. J., Gonzales, N. A., & Wong, J., Dumka, L. E. (2011, March). *Discrimination, Academic Achievement, and Psychosocial Functioning Among Mexican Adolescents: Ethnic Identity and Gender as Moderators*. Poster presented at the Society for Research in Child Development Biennial Conference. Montreal, Quebec, Canada.

- Gottschall, A. C., MacKinnon, D. P., Millsap, R. E., Bonds, D. D., Gonzales, N. A., & Dumka, L. E. (2010, June). *Assessing how a prevention program works and for whom: An illustration of how to carry out a moderated mediation analysis in five simple steps using the Bridges to High School Project*. Poster presented at the annual meeting of the Society for Prevention Research, Denver, CO
- Modecki, K. L., Boeninger, D. K., Gonzales, N. A., & Dumka, L. E. (2010, June). *Early profiles of positive roles and later problem behaviors in Latino youth*. Poster presented at the annual meeting of the Society for Prevention Research, Denver, CO.
- Lui, F., Gonzales, N., Zerr, A., Villalta, I., Stevenson, M., & Dumka, L. (2010, March). *Cultural values and academic resilience of Mexican origin adolescents*. Poster presented at the 13th Biennial National Meeting of the Society for Research on Adolescence, Philadelphia, PA.
- Wong, J. J., Gonzales, N., Millsap, R., & Dumka, L. (2010, March). *Determinants of parenting and intervention effects on Mexican origin fathers' supportive parenting*. Paper presented at the 13th Biennial National Meeting of the Society for Research on Adolescence, Philadelphia, PA.
- Dumka, L. E., Gonzales, N. A., Wheeler, L., & Millsap, R. (2009, May). *Transactional model of parenting self efficacy and parenting practices predicting adolescents' behavioral adjustment*. Paper presented at the 17th Annual meeting of the Society for Prevention Research, Washington, DC.
- Liu, F. F., Gonzales, N. A., Fernandez, A. C., Millsap, R., & Dumka, L. (2009, April). *Family stress and coping for Mexican American adolescent boys and girls*. Paper presented at the biennial meeting of the Society for Research in Child Development, Denver, CO.
- Dillman Carpentier, F. R., Gonzales, N., & Dumka, L. (2009, May). *Adolescent media preferences: A 'window' to their development?* Paper presented at the annual meeting of the International Communication Association, Chicago, IL.
- Dumka, L. E., Gonzales N. A., Bonds, D., & Millsap, R. (2008, May). *Academic success in Mexican origin adolescents: The role of mothers' and fathers' parenting and cultural orientation*. Paper presented at the 16th Annual meeting of the Society for Prevention Research, San Francisco, CA.
- Gonzales, N., Dumka, L., Millsap, R., Bonds, D., German, M., Lee, S., Wheeler, L., Kim, S. Y., Mauricio, A., & Dillman-Carpentier, F. (2008, May). *Effects of the Bridges to High School Program – Puentes a la Secundaria*. Paper presented at the 16th Annual meeting of the Society for Prevention Research, San Francisco, CA.
- Bonds, D., Gonzales, N., Dumka, L., German, M., & George, P. (2008, May). *Predictors of parenting in Mexican American Mothers and Fathers of Adolescents*. Paper presented at the 16th Annual meeting of the Society for Prevention Research, San Francisco, CA.
- Mauricio, A.M., Wheeler, L., Tein, J.Y., Lee, S., Millsap, R., Gonzales, N. A., & Dumka, L. (2007, May). *Does group process matter? Predicting engagement and program outcomes in a psycho-educational preventative intervention*. Poster presented at the 15th Annual meeting of the Society for Prevention Research, Washington, DC.
- Mauricio, A. M., Naranjo, D., Fabrett, F., German, M., Gonzales, N., & Dumka, L. (2007, May). *Facilitator variables as predictors of between group differences on attendance, positive group environment, & parenting efficacy gains in a manualized group-based preventative intervention for Mexican-origin families*. Poster presented 15th Annual Meeting of the Society for Prevention Research, Washington, DC.
- Meza, C. M., Mauricio, A. M., Lee, S., Gonzales, N., & Dumka, L. (2007, May). *Perceived benefits and retention among Mexican origin families participating in a prevention intervention*. Paper presented 15th Annual Meeting

of the Society for Prevention Research, Washington, DC.

Bonds, D. , Gonzales, N., & Dumka, L. (March, 2007). *Predictors of parenting in Mexican origin mothers and fathers of adolescents*. Poster presented at the National Biennial Meeting of the Society for Research on Child Development. Boston, MA.

Germán, M., Gonzales, N., Dumka, L., & Wheeler, L.A. (2007, March). *Familism values as a protective factor for Mexican-origin adolescents exposed to deviant peers*. Poster presented at the biennial meeting of the Society for Research on Child Development, Boston, MA.

Germán, M., George, P. Gonzales, N. & Dumka, L. (2007, March). *Cultural processes predicting trajectories of parental monitoring among Mexican-origin mothers*. Poster presented at the Biennial Meeting of the Society for Research on Child Development. Boston, MA.

Wheeler, L., Gonzales, N., German, M., & Dumka, L., (2007, May). *Developing a risk index to predict outcomes among Mexican-origin adolescents*. Poster presented 15th National Annual Meeting of the Society for Prevention Research, Washington, DC.

Dumka, L., Mauricio, A., Gonzales, N., & Defazio, L. (2006, May). *Research partnerships with schools to implement preventive interventions for Mexican origin families*. Paper presented at 14th National Annual Meeting of the Society for Prevention Research, San Antonio, TX.

Liu, F., Fernandez, A. C., Gonzales, N. A., Millsap, R., & Dumka, L. (2006, May). *Validating the children's coping strategies checklist on Mexican-origin adolescents*. Poster presented 14th National Annual Meeting of the Society for Prevention Research, San Antonio, TX.

Dumka, L., Gonzales, N., Bonds, D., & Rips, S. (2006, March). *Parents, peers, and academic success for Mexican American middle school students*. Poster presented at the 11th Biennial National Meeting of the Society for Research on Adolescence, San Francisco, CA.

Fabrett, F., Gonzales, N., & Dumka, L. (2006, March). *Educational aspirations among Mexican American youth, The influence of parental aspirations*. Poster presented at the 11th Biennial National Meeting of the Society for Research on Adolescence, San Francisco, CA.

Gonzales, N. German, M., Kim, S., George, P., Fabrett, F., & Dumka, L. (2006, March). *Mexican American adolescents cultural orientation, mental health, and academic competence*. Paper presented at the 11th Biennial National Meeting of the Society for Research on Adolescence, San Francisco, CA.

Kreitz, M., Dumka, L., Gager, C., & Stanton, A. (2005, November). *State child welfare policies: Child protection or family preservation*. Poster presented at the 67th annual national conference of the National Council on Family Relations, Phoenix, AZ.

Kreiger, T. C. & Dumka, L. E. (2004, April). *Hypergender: Extensions of Masculinity and Femininity, or Indicators of Maladjustment?* Poster presented at the annual national meeting of the American Educational Research Association, San Diego, CA.

Lunka, M. C., Herzog, M. J., Coffin, A. B., & Dumka, L. E. (October, 2003). *Conflict, communication styles, and intimacy in couples*. Presented at the 61st annual meeting of the American Association for Marriage and Family Therapy. (Long Beach, CA)

Carpentier, F. D., German, M., Gonzales, N., Dumka, L., & Genalo, T. (June 2003). *The recruitment of English-speaking vs. Spanish-speaking Mexican American Families into a high-school dropout prevention program*. Presented at the annual meeting of the Society for Prevention Research. Washington, DC.

- Delgado, M., Hageman, D., Updegraff, K., Thayer, T., & Dumka, L. (November, 2002). *With a little help from my mom: Mexican and Anglo American Adolescents' school performance and perceptions of maternal Support*. Poster presented at 64st Annual Conference of the National Council on Family Relations, Houston, TX .
- Greving, K., Kisler, T., Dumka, L., & Lunka, M. (October, 2002). *Therapeutic progress: Evaluating differences in client gender*. Poster presented at the 60th Annual Convergence of the American Association for Marriage and Family Therapy, Cincinnati, OH.
- Dumka, L. E., & Buchholz, M. (November, 2001). *Determinants of Mexican origin college achievement: A contextual model*. Poster to be presented at the third conference on Minority Issues in Prevention, Prevention Research Center, Arizona State University, Tempe, AZ.
- Dumka, L. E., Gonzales, N., & Deardorff, J. (November, 2001). *Enhancing transition to middle school preventive interventions for Mexican origin students*. Issue discussion group presented at the third conference on Minority Issues in Prevention, Prevention Research Center, Arizona State University, Tempe, AZ.
- Dumka, L.E., Prost, J., & Barrera, Jr., M. (October, 2001). *Measuring Intervention Effectiveness Across Cultural Groups – The Multicultural Index of Parenting Self-Efficacy*. Poster presented at the 59th Annual Conference of the American Association for Marriage and Family Therapy, Nashville, TN.
- Davis, C., & Dumka, L.E. (October, 2001). *Immediate Impacts of Problem Focused and Solution Focused First Sessions*. Poster presented at the 59th Annual Conference of the American Association for Marriage and Family Therapy, Nashville, TN.
- Dumka, L.E., Gonzales, N., Deardorff, J., & JacobsCarter, S. (November, 2000). *Evaluation of the pilot test of the BRIDGES to middle school program*. Poster presented at the 58th Annual Conference of the American Association for Marriage and Family Therapy, Denver, CO.
- Dumka, L.E., Lopez, V., & JacobsCarter, S. (2000, April). *Parenting programs adapted for Latino families: Progress and prospects*. Invited paper presented at the 12th Kent State Psychology Forum Conference: Latino Families in the United States, Kent, OH.
- Dumka, L.E., Prost, J., & Barrera, Jr., M. (1999, November). *Acculturation, parenting stress, and parenting practices: Paths of influence in low-income, Mexican origin families*. Poster presented at the 61st Annual Conference of the National Council on Family Relations, Irvine, CA.
- Dumka, L., Prost, J., & Barrera, Jr., M. (1999, October). *Influences on readiness for parenting change*. Poster presented at the 57th Annual Conference of the American Association for Marriage and Family Therapy, Chicago, IL.
- Davis, C., & Dumka, L. (1999, October). *The immediate impact of formula first session tasks*. Poster presented at the 57th Annual Conference of the American Association for Marriage and Family Therapy, Chicago, IL.
- Dumka, L., Prost, J., & Barrera, M. (1999, June). *Marital discord, parenting alliance, and child conduct problems in ethnically diverse low-income families*. Paper to be presented at the 7th Annual Meeting of the Society for Prevention Research, New Orleans, LA.
- Dumka, L., & Michaels, M. (1998, October). *Marketing prevention services in a community context*. Workshop presented at the 56th Annual Conference of the American Association for Marriage and Family Therapy, Dallas, TX.

- Dumka, L., Prost, J., & Barrera, Jr., M. (1998, February). *Development of a contextually relevant measure of parenting stress for ethnically diverse low-income parents of adolescents*. Poster presented at the Second Biennial Conference on Minority Issues in Prevention, Arizona State University, Tempe, AZ.
- Dumka, L., & Gonzales, N. (1998, February). *Using qualitative data to develop measures and inform interventions*. Paper presented as part of symposium at the Second Biennial Conference on Minority Issues in Prevention, Arizona State University, Tempe, AZ.
- Dumka, L., Roosa, M., Jackson, K., & McQuaid, S. (1997, November). *The role of depression in mediating the relationship between extra and intra-familial sources of stress and mothers' parenting practices in ethnically diverse low-income families*. Paper presented at the annual conference of the National Council on Family Relations, Arlington, VA.
- Dumka, L., Gonzales, N., Wood, J., & Formoso, D. (1997, September). *Using qualitative methods to develop contextually relevant measures and preventive interventions*. Paper presented at the 55th Annual Conference of the American Association for Marriage and Family Therapy, Atlanta, GA.
- Dumka, L., McQuaid, S., Foote, C., & Hill, N. (1997, May). *Ideas about adolescents achieving success: The perspective of low-income ethnically diverse parents*. Poster presented at the 6th Biennial Conference on Community Research and Action. Columbia, SC.
- Dumka, L.E., Wood, J., & Roosa, M.W. (1996, November). *Sources of stress for low income ethnic minority parents of adolescents*. Paper presented at the annual conference of the National Council on Family Relations, Kansas City, MO.
- Dumka, L., Lortie, A., Bush, K., & Roosa, M. (1996, October). *"Good parenting": The perspective of low-income minority parents and adolescents*. Paper presented at the 54th Annual Conference of the American Association for Marriage and Family Therapy, Toronto, Canada.
- Dumka, L.E., Stoerzinger, H., Roosa, M.W., & Jackson, K.M. (1995, November). *Influences on parenting self-agency in Mexican immigrant families*. Poster presented at the annual conference of the National Council on Family Relations, Portland, OR.
- Garza, C., Dumka, L., & Roosa, M. (1995, June). *Recruitment and retention of high risk populations into preventive interventions*. Poster presented at the 5th Biennial Conference on Community Action and Research, Chicago, IL.
- Dumka, L., & Roosa, M. (1994, November). *Family mediators of problem drinking and fathers' adjustment*. Poster presented at the 52th Annual Conference of the American Association for Marriage and Family Therapy, Chicago, IL.
- Roosa, M., De Anda, M. E., Sub, K., Dumka, L., & Ruiz, S. (1994, November). *Influences on parenting in low income, Mexican-American families*. Poster presented at the 56th Annual Conference of the National Council on Family Relations, Minneapolis, MN.
- Stoerzinger, H., Sub, K., Dumka, L., Roosa, M., & Ruiz, S. (1994, November). *Family characteristics and children's relative risk status in low income families*. Poster presented at the 56th Annual Conference of the National Council on Family Relations, Minneapolis, MN.
- Roosa, M., Dumka, L., Michaels, M., Sub, K., & Keith, J. (1993, November). *Using theory and research in the development of preventive interventions for high risk families*. Poster presented at the 55th Annual Conference of the National Council on Family Relations, Baltimore, MD.

- Ruiz, S., Krainz, S, Dumka, L., & Roosa, M. (1993, June). *Predicting use of coping strategies in Hispanic and nonHispanic youth*. Poster presented at the Biennial Conference of the Society on Community Research and Action, Williamsburg, VA.
- Roosa, M., Dumka, L., & Tein, J. (1992, November). *Family characteristics as mediators of the parent problem drinking child mental health relationship*. Poster presented at the 54th Annual Conference of the National Council on Family Relations, Orlando, FL.
- Martin, P., Dumka, L., Gale, J., & Richards, M. (1992, November). *Parenting themes in parenting stories*. Poster presented at the 54th Annual Conference of the National Council on Family Relations, Orlando, FL.
- Dumka, L. & Roosa, M. (1992, October). *Factors mediating problem drinking and mothers' personal adjustment*. Poster presented at the 50th Annual Conference of the American Association for Marriage and Family Therapy, Miami, FL.
- Dumka, L. (1991, November). *Factorial validity of key client expectancy constructs: A confirmatory approach*. Paper presented at the 53rd Annual Conference of the National Council on Family Relations, Denver, CO.
- Dumka, L. (1991, October). *Therapy with career conflicted couples*. Presented at the 49th Annual Conference of the American Association for Marriage and Family Therapy, Dallas, TX.
- Dumka, L., Gale, J., Chenail, R., & Wark, L. (1991, January). *Conducting qualitative research in family therapy: Suggestions, strategies, succeeding*. Presented at the 4th Qualitative Research in Education Conference, Athens, GA.
- Dumka, L. (1990, October). *A design for comparing the process and outcome of problem focused and solution focused initial therapy sessions*. Presented at the 48th Annual Conference of the American Association for Marriage and Family Therapy, Washington, DC.
- Dumka, L. (1989, October). *HOPEs - A new instrument to measure the role of client expectancies in therapy process and outcome*. Presented at the 47th Annual Conference of the American Association for Marriage and Family Therapy, San Francisco, CA.
- Dumka, L., & Paddock, G. (1989, October). *Tools for the trade: Using assessment instruments in marriage and family therapy*. Presented at the 47th Annual Conference of the American Association for Marriage and Family Therapy, San Francisco, CA.
- Dumka, L. (1988, October). *Strengthening the pleasure bond: Using sexual enhancement as an adjunct to marital therapy*. Presented at the 46th Annual Conference of the American Association for Marriage and Family Therapy, New Orleans, Louisiana.

Regional (refereed)

- Roosa, M., Dumka, L., & Weschler, L. (1995, April). *Linking high risk, low income families with support systems at the neighborhood level*. Paper presented at the 37th annual conference of the Western Social Sciences Association, Oakland, CA.

Local (refereed)

Mauricio, A. M., German, M., Dillman-Carpentier, F., Heller, J., Gonzales, N., and Dumka, L. (February, 2004). *Bridges to High School: A preventive intervention for Mexican American adolescents*. Paper presented at the Arizona State University RACE Conference, College of Education. Tempe, AZ.

Dumka, L., & Paddock, G. (1989, March). *Using rapid assessment instruments in marriage and family therapy*. Presented at the Indiana Association for Marriage and Family Therapy Annual Conference, Indianapolis, IN.

Dumka, L. (1988, March). *Initiating sexual enhancement in marital therapy*. Presented at the Indiana Association for Marriage and Family Therapy Annual Conference, Indianapolis, IN.

Invited Presentations

Dumka, L., (2013, August). *Focusing on intervention implementation science to increase public health impact*. Invited presentation at the 2013 Strengthening Research Conference sponsored by the Research and Education Foundation of the American Association for Marriage and Family Therapy, Alexandria: VA.

Dumka, L. (2010, September). *Mindfulness in the Bridges to High School prevention program parenting component*. Invited presented at the national consultation on mindful parenting, Garrison Institute, Garrison, NY.

Dumka, L., (2008, January). *Using participatory principles to increase cultural responsiveness*. Presented at the Busting Myths, Breaking Barriers: Developing Culture and Linguistic Responsiveness to Reduce Disparity Across Behavioral Health and Health Systems conference sponsored by the Arizona Department of Health Services, Division of Behavioral Health Services. Phoenix, AZ.

Dumka, L., Mauricio, A., & Gonzales, N. (2007, June). *Using participatory principles to guide partnerships between researchers and schools*. Invited presentation for panel on Community-University Collaborations at Second Arizona State University Institute on Community. Mesa, AZ.

Dumka, L., Mauricio, A., & Gonzales, N. (2007, May). *Bridges to High School/Puentes a la Secundaria program*. Invited poster for Chicano/Latino Faculty and Staff Association Community Awards Reception. Phoenix, AZ.

Dumka, L., Mauricio, A., & Gonzales, N. (2006, June). *Researcher school collaboration in prevention*. Invited presentation for panel on Community-University Collaborations for Prevention and Promotion at First Arizona State University Institute on Community. Tempe, AZ.

Gonzales, N.A., Dumka, L.E., Mauricio, A.M., & German, M. (2006, May). *Building Bridges: Strategies to Promote Academic and Psychological Resilience for Adolescents of Mexican Origin*. Presented at the Duke Conference on Immigrant Families: Multidisciplinary Views on the 21st Century. Duke University, Durham, North Carolina.

Dumka, L., & Marsiglia, F. (November, 2005). *Obtaining federal funding for intervention research*. Invited double special sessions presented at the 67th annual national conference of the National Council on Family Relations, Phoenix, AZ.

Roosa, M., & Dumka, L. (November, 2005). *Working with Mexicans and Mexican-Americans: Cultural and contextual perspectives*. Invited special session presented at the 67th annual national conference of the National Council on Family Relations, Phoenix, AZ.

- Dumka, L. E., Gonzales, N., & Mauricio, A. (2004, November). *Implementing psychoeducational interventions with Latino families: Puentes a la Secundaria*. Invited workshop presented at the annual meeting of the National Latino Psychological Association. Scottsdale, AZ.
- Gonzales, N., Dumka, L. E., & Mauricio, A. (2003, June). *Puentes a la secundaria: A preventive intervention for Mexican American adolescents*. Family Research Consortium III (NIMH funded). Santa Ana Pueblo, NM.
- Dumka, L.E., Lopez, V., & Jacobs-Carter, S. (2000, April). *Parenting interventions adapted for Latino families: The state of the art*. Invited paper to be presented at 12th Kent Psychology Forum on Latino children and families in the United States, Kent, OH.
- Dumka, L. (1993, February). *Great expectations in marriage*. Invited address at the 10th annual meeting of The Marriage Project, Vancouver, BC.
- Quinn, W., & Dumka, L. (1991, March). *Succeeding at supervision*. Presented at the Annual Conference of the Tennessee Division of the American Association for Marriage and Family Therapy, Nashville, TN.
- Dumka, L. (1985, November). *The Marriage Project model of marriage preparation*. Invited address to the inaugural conference of providers of marriage preparation programs sponsored by Health and Welfare Canada (Gov't of Canada) and the British Columbia Council for the Family, Vancouver, British Columbia, Canada.

Teaching

Courses Taught

FAS/SOC 498/598 – Social Changemaking
 FAS/SOC 498/598 – Family and Social Policy
 FAS/SOC 497/598 – CARE 1 - Leadership, Research, and Collaboration in Community Change
 FAS/SOC 484 – CARE 2 – Action Research Internship
 FAS/SOC 498/598 – CARE 3 – Leadership and Policy in Social Change
 FAS 101 – Personal Growth in Human Relationship
 FAS 498 – Fundamentals of Marriage and Family Therapy
 FAS 538 – Advanced Techniques in Marriage and Family Therapy
 FAS 598 – Couple Therapy
 FAS 580 – Practicum in Marriage and Family Therapy
 FAS 332 – Human Sexuality
 FAS 690 – Supervision of Marriage and Family Therapy

Mentoring

Chair or co-Chair, completed undergraduate Honors theses:

Jessie Armstead (2014), Osman Lodhi (2014), Meagan Harrach (2014), Nicole Hoover (2014), Megan Kellums (2014), Myrtle Lin (2014), Samantha Booher (2014), Samantha Pettit (co-chair, 2013); Nikki Oxford (co-chair, 2013); Kamber Goff (co-chair, 2013); Melissa Lewis (co-chair, 2013); Abigail Henderson (co-chair, 2013); Cherylene Abalos (co-chair, 2012); Brittany Ebbing (co-chair, 2012); Nathalea Silva (co-chair, 2012); Heather Love 10/2011, Sara Mercado 12/2-11, Bethan Jones 12/2011, Catherine Pisani 12/2011, Taryn Pollock 12/2011, Katelyn Sandoval 12/2011, Varun Patankar 2/2012, Kirsten Heller 3/2012, Michael Bustos, 11/2010, Erin Nelson 10/2010, Mat Conway 3/2011, Annelyse Rubio 11/2010, Rachael Gibb 10/2010, Nick Martinez 2/2011, Carley Emery 10/2011, Kirsten Lyman, 3/2010, Amanda Homewood, 12/2009, Michael Evans, 11/2009, Nathan Goltsman, 1/2009

Chair, current masters thesis committees: Larissa Gaias

Member, current masters thesis committees:

Chair, completed masters theses:

Jacob Heller, 8/2008, Melissa Kreitz, 12/2005, Amy Obermiller, 12/2005, Meredith Buchholz, 1/2003, Tyson Kreiger, 7/2002, Carolyn Davis, 9/2000

Member, completed masters theses committees:

Jason Jonkers 2009, Tammy Helmers 2007, Emily Kansler 2007, Bridget Granville 2007, Michael Magarinos 2006, Devon Hageman 2005, Karissa Greving, Tiffani Kisler, Sakina Crowder, Bonni Pomush, Leticia Reyes, Erica Roush, Laura Haase, Heather Stoerzinger, Barbara Clare, Christine Contreras, Shannon McQuaid, Jennifer Wood, Lois Goldblatt, Cynthia Reinholtz, Sonia Krainz, Mary Madura

Chair, completed doctoral dissertation committees:

Melinda Gonzales-Backen (2012)

Member current doctoral dissertation committee:

Idean Ettekal, Aaron Sanchez

Member, completed doctoral dissertation committee:

Megan O'Donnell (2014), Norma Perez-Brena (2012), Katie Zeiders (2011), Jennifer Becnel (2012), Edna Alfero (2009), Fairlee Fabrett, Psychology (2009), Melissa Delgado (12/2008), Amanda White (7/2008), Rajni Nair (4/2008), Rebecca White (5/2008), Julie Garfinkle-Trim (6/2008), Shiyng Deng, Heather Caples, Psychology, December, 2000; Heidi Wyman, January, 2004.

Member, doctoral comprehensive exam committees:

Idean Ettekal (2013), Andrea Vest (2012), Norma Perez-Brena (2010), Megan O'Donnell (2010), Katie Zeiders (2009), Jennifer Becnel (2008), Edna Alfero (2008), Rebecca White (2007), Melissa Delgado (2007), Rajni Nair (2007), Julie Garfinkle-Trim (2006), Diana Naranjo (2006), Tiffani Kisler, Shiyng Deng

Service

Professional Activities/Editorial Activities

Editorial Board for the *Journal of Couple and Family Relationships* (2000 to present).

Reviewer for *Journal of Family Psychology* (2011, 2012)

Reviewer for *Merrell-Palmer Quarterly* (2010)

Reviewer for *Journal of Clinical Child and Adolescent Psychology*, 2007

Reviewer for *Journal of Early Adolescence* 2007.

Reviewer for *Journal of Research in Adolescence*, 2006, 2007.

Reviewer for *American Journal of Orthopsychiatry*, 2005, 2006.

Reviewer for *American Journal of Community Psychology*, 2006, 2007, 2012

Reviewer for *Journal of Family Issues*, 2006

Reviewer for B/START grant proposal for National Institute of Mental Health (December, 2004)

Editorial Board for the *Journal of Marital and Family Therapy* (January, 1996 to 2001).

Reviewer for the *Journal of Marriage and the Family* (1999 to 2004).

Reviewer for the *Journal of Marital and Family Therapy* (April, 1991 to December, 1995)

Reviewer for the journal *Personal Relationships*, *American Journal of Community Psychology*, *Journal of Family Issues*, *Journal of Drug Abuse*

Editorial Board for the journal *Family Relations* (May, 1994 to August, 1996)

Professional Memberships

Society for Community Research and Action

National Council on Family Relations

Association for Contextual Behavior Science

American Association for Marriage and Family Therapy
Arizona Association for Marriage and Family Therapy

Professional Credentials

Clinical Member, American Association for Marriage and Family Therapy (1987-present)
Approved Supervisor, American Association for Marriage and Family Therapy (1990 to present)
Licensed Marriage and Family Therapist, State of Arizona #0153 (1991-present)

Sanford School of Social and Family Dynamics Service

Sanford SSFD ASU and CLAS Senator (2012-present)
Personnel Committee (2011-2012)
Undergraduate Committee (2006-2011)
Consultant to the SSFD Lives project (2009)
Panel member for SSFD Lives project consultation with Dr. Andrew Christenson (2009)
Development and Coordination of Community Action Research Experiences (CARE) Program (2007-present)
Undergraduate Committee, Family and Human Development (2006-present)
Graduate Committee (1993-1995, 1996-1998, 2003-2005)
Department Senator to ASU and College Senates (2003-2005)
Marriage and Family Therapy Program Committee (1991-2006)
Director, Marriage and Family Therapy Program (July 1997-June 2002)
Chair, Marriage and Family Therapy Program Committee (1999-2002)
Ph.D. Development Committee (Jan. 1996-1997)
Chair, Graduate Committee (1994-1995)
Personnel Committee (1995-1996; 2000-2003)
Undergraduate Committee (1991-1993)
Search Committee for new marriage and family therapy faculty member (1994)

University Service

College of Liberal Arts & Sciences – First Year Forward – Transitions workgroup (November, 2014-April 2015)
Presentation for Office of Vice President for Educational Partnership (June, 2009)
Consulted with consultant developing ASU Community Embeddedness Plan (2006)
Member, ASU Academic Senate (2003–2005)
Member, CLAS Senate (2003–2005)

REACH Institute (Prevention Research Center) Service

Bridges/Puentes research team (2000-present)
Faculty member contributing to Prevention Research Center training grant (5% donated time, 1995-present)
Raising Successful Children core team (1991-2000)
Intervention core team (1995-2000)
Computing Resources Committee (1993-2000)
Program Committee, Second Biennial Conference on Minority Issues in Prevention (1997-1998)
Proposal Review Committee, 2nd Biennial Conference on Minority Issues in Prevention Conference (1997)
Sample Acquisition core team (1995-2000)

Professional Organization Service

Reviewer of proposal for theory construction and methodology workshop for the annual conference of National Council on Family Relations (May, 2012)

Discussant, paper presentations. The impact of family relationships on adolescent adjustment in Mexican American families: Using generative research to inform prevention science. Annual meeting of the Society for Prevention Research, Washington, DC. (May, 2009)

Organized and chaired paper symposium “Engaging the community in prevention: Illustrations of establishing efficacy, cultural adaptation, and institutionalization” at the 14th National Annual Meeting of the Society for Prevention Research, San Antonio, TX. (May, 2006).

Co-led 1.5 day training workshop sponsored by the Arizona Association for Marriage and Family Therapy for marriage and family therapy clinicians to comply with new state statute. (May, 2006).

Consultant to Arizona Association for Marriage and Family Therapy to design training for supervision of marriage and family therapy clinicians to comply with new state statute. (Fall, 2005).

Discussant, paper presentation, 65th annual meeting of the National Council on Family Relations. Vancouver, BC (November, 2003).

Faculty advisor to the Arizona State University student organization of the Arizona Association for Marriage and Family Therapy (1993 to 2006).

Community Service

Coordinator of the SSFD Community Action Research Experiences (CARE) program (2008-present). Beyond teaching responsibility, coordination involves recruiting appropriate community organizations, soliciting and shaping feasible projects, monitoring and facilitating project completion, and maintaining ongoing collaborative relationships.

Member, Board of Directors, Living Faith Anglican Church (January 2006-2008)

Eight session series presented on “Peacemaking in Relationships”. Living Faith Anglican Church (March-May, 2007)

Consultant to St. James Church, Tempe, AZ to design active learning activities for a 7-week adult study curriculum. (January, 2005).

Workshop presented on “Coping with fear and stress in troubled times” for St. James Church, Tempe, AZ (April, 2003)

Consultant to St. James Church, Tempe, AZ to design an instrument to self-assess personal disciplines. (July to December, 2001).

Consultant to St. James Church, Tempe, AZ to design a survey to assess congregation’s priorities for programs as well as pastor qualities and duties (April to July, 1998).

Workshop presented for the staff of the Arizona State University Counseling and Consultation Center on “A Human Systems Approach to Therapeutic Intervention” (December, 1997)

Speaker “Conducting Research on Your Practice” for the Scottsdale Psychological Association (January, 1997)

Workshop presented on “Encouraging Success in Your Adolescent” for the Hispanic Mother-Daughter Program at Arizona State University (February, 1997)

Workshop presented on "Parent-Adolescent Communication" conducted for the Asian Parents Association (February, 1995)

Four session workshop series presented on "Raising Morally Strong Children" presented for the Scottsdale United Methodist Church (Fall 1994)

Six session series presented on "Enriching Your Marriage" for St. James Episcopal Church, Tempe, AZ (Fall 1993-Spring 1994)

Member of planning committee for "Domestic violence: A community response" conference sponsored by the Northeast Georgia Chapter of the Georgia Association for Marriage and Family Therapy. January to October, 1990

Honors and Awards

The Arizona State University President's Medal for Social Embeddedness (2011). This medal was awarded for coordination of the SSFD Community Action Research Experiences (CARE) program. CARE program students conduct action research projects (21 projects from 2009 to 2010) for community service agencies that helped these agencies increase their effectiveness. The President's Medal for Social Embeddedness is competitively awarded to recognize ASU faculty who have worked in departmental and transdisciplinary teams and demonstrated excellence in embedding ASU in the social and cultural fabric of our surrounding communities. Social embeddedness means both the community and the university benefit from and rely upon each other.

Nominated for ASU Professor of the Year (2013). The award honors tenured faculty who best exemplify a passion for teaching and who excel in both undergraduate mentorship and in their areas of research. Nomination requires recommendations from students and colleagues.

STEPHEN N. ELLIOTT, PhD

Mickelson Foundation Professor
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Steve is the Mickelson Foundation Professor and an active researcher in the Collaborative for Student Assessment and Educational Improvement Research at ASU. He received his doctorate in 1980 and has been on the faculty at several major research universities, including the University of Wisconsin-Madison and Vanderbilt University, before returning to ASU in 2010 to lead the development of the Learning Sciences Institute. At Wisconsin (1987-2004), Steve was a professor of educational psychology and served as the Associate Director of the Wisconsin Center for Education Research. At Vanderbilt (2004-2010), he was the Dunn Family Professor of Educational and Psychological Assessment in the Special Education Department and directed the Learning Sciences Institute and Dunn Family Scholars Program. He typically teaches courses on measurement and assessment of academic and social behavior. Currently, he co-directs the National Center on Assessment and Accountability for Special Education, an IES funded research project concerning achievement growth models for students with disabilities and moderating variables of student achievement. He also is the Principal Investigator on a USDE project that is integrating software tools that help teachers document their instructional time, coverage of content standards, and instructional practices along with student assessment data. Finally, he serves as a Professorial Fellow to advance research projects in the Institute of Learning Sciences Australia at the Australian Catholic University.

Steve has authored more than 250 journal articles, books, and book chapters, along with 5 widely used behavior-rating scales. His research focuses on scale development, testing practices, and validity of educational assessment systems. In particular, he has published articles on (a) the assessment of children's social skills and academic competence, (b) the design and use of testing accommodations and alternate assessment for evaluating the academic performance of students with disabilities for educational accountability, and (c) the measurement of students' opportunities to learn the intended curriculum. He is the co-author of the *Social Skills Rating System (SSRS)* and its revision, the *Social Skills Improvement System (SSiS)*, one of the most widely used social behavior assessments in the English-speaking world. Along with Vanderbilt colleagues, he also designed and validated two online assessments: the *Vanderbilt Assessment of Leadership in Education (VAL-ED)* to evaluate the performance of principals and their influence on students' achievement and *My instructional Learning Opportunity Guidance System (MyiLOGS)*, a teacher self-report tool for measuring the construct of opportunity to learn.

Steve's scholarly and professional contributions have been recognized by his colleagues in education and psychology research as evidenced by being selected as an American Psychological Association Senior Scientist in 2009, the Lightner Witmer Award winner from APA Division 16 in 1984, a Fellow in four APA divisions, and being appointed Editor of *School Psychology Review* (1984-1990) for two terms. In 2008, he was also selected as a Fellow for "sustained achievement in education research" by the American Educational Research Association. Steve consults with national leaders on the assessment and instruction of PreK-12 students and served on the National Academy of Sciences' Committee on Education Goals 2000. In 1996, he was selected as UW-Madison's Van Hise Outreach Professor for his "outstanding record of teaching and commitment to providing continued professional development programs for educators and psychologists." He currently serves on ETS's Visiting Research Panel and is also an Executive Committee Member for the NAEP Survey Assessment Innovation Laboratory (SAIL).

The accompanying vita provides documentation of Steve's training, specific scholarly contributions, professional service, and doctoral student collaborators.

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EDUCATION

PhD Arizona State University, Educational Psychology, 1980
Specialty Area: School Psychology
MA Ed Arizona State University, Educational Psychology, 1977
MA Michigan State University, Educational Psychology, 1976
BS Michigan State University, Psychology (Honors College), 1974

AWARDS & HONORS

2013-2015 Professorial Fellow (Consulting), Institute for Learning Sciences Australia,
Australian Catholic University

2012-2016 Senior Research Associate, Behavioral Research & Teaching Program,
University of Oregon, College of Education

2009 Senior Scientist, Division 16 of the American Psychological Association

2008 Fellow in the American Educational Research Association for “sustained
contributions to educational research”

2000 Member, Society for the Study of School Psychology, elected by a committee
of senior peers as a result of scholarly contributions to the profession.

1996 Van Hise Outreach Teaching Award, University of Wisconsin-Madison,
presented for an outstanding record of teaching and professional
development programs for educators.

1996 Outstanding Research Article Award from American Psychological
Association’s Division 16 for co-authored work on the effectiveness
of training behavioral consultants.

1995-1997 Member, National Academy of Sciences’ Committee on Education Goals
2000 and Services to Student with Disabilities (1995-1997).

- 1995 Margaret Bernauer Psychology Research Award, given by the Wisconsin Psychological Association for research on behavioral consultation.
- 1991 Vilas Associate Award, a University of Wisconsin-Madison term-limited (1992-1994) award presented by UW Vilas Trustees for outstanding research in the behavioral sciences.
- 1990 Presidential Award, Presented by the President of the National Association of School Psychologists for outstanding professional service as Editor of *School Psychology Review*.
- 1988 Presidential Award, Presented by the President of the National Association of School Psychologists in recognition of editorial leadership.
- 1985 Fellow, Presented by the American Psychological Association "in recognition of outstanding and unusual contributions to the science and profession of psychology."
- 1984 Lightner Witmer Award, Presented by Division 16 (School Psychology) of the American Psychological Association "for scholarly activity and contributions that have significantly nourished school psychology as a discipline and profession."
- 1981 Outstanding Professional Service Award, Presented by the Nebraska School Psychologists Association.

PROFESSIONAL EXPERIENCE

- 2010-present MICKELSON FOUNDATION PROFESSOR, Arizona State University. Conduct research on children's social and academic competence and opportunities to learn and the design integrated assessment systems.
- 2010-2013 DIRECTOR, Learning Sciences Institute, Arizona State University. Responsible for leading the development and operation of a new trans-university research institute focusing on the scientific study of learning and innovations to improve learning across the age span.
- 2004-2010 DUNN FAMILY PROFESSOR OF EDUCATIONAL AND PSYCHOLOGICAL ASSESSMENT and PROFESSOR OF SPECIAL EDUCATION, Peabody College of Vanderbilt University. Responsible for directing the Center for Assessment and Intervention Research and the Dunn Family Scholars Program.
- 2005-2010 DIRECTOR, Interdisciplinary Program in Educational Psychology (IPEP), Peabody College of Vanderbilt University. The founding director of this doctoral program focusing on learning and measurement, responsible for the conceptualization of the cross-department program of study, instruction of several course, student research mentoring, and fiscal management.

- 2007-2009 DIRECTOR, Learning Sciences Institute, Vanderbilt University
Responsible for providing administrative leadership and support for a federation of over 60 projects involving 100+ PIs and more than \$122 million of external support. Also a PI on 6 projects.
- 1990-2004 PROFESSOR, University of Wisconsin-Madison, Department of Educational Psychology and School Psychology Program (APA accredited). Responsible for teaching graduate courses in professional school psychology, academic assessment and intervention, and applied research issues.
- 1999-2003 ASSOCIATE DIRECTOR, Wisconsin Center for Education Research, School of Education, University of Wisconsin-Madison. Responsible for providing administrative leadership and support for a federation of over 60 externally funded research projects involving 300+ researchers, graduate assistants, academic and classified staff.
- 1990 -1993 DIRECTOR, School Psychology Training Program (APA accredited), University of Wisconsin-Madison, Department of Educational Psychology.
- 1984 - 1990 EDITOR, *School Psychology Review*, published by the National Association of School Psychologists. Responsible for management of the journal, reviewing and selecting of manuscripts. The *Review* is a quarterly, refereed journal with a circulation of over 16,000 during my editorship.
- 1988 - 1990 ASSOCIATE PROFESSOR, University of Wisconsin-Madison, Department of Educational Psychology, School Psychology Program (APA accredited) and Wisconsin Center for Education Research. Tenured 1988.
- 1987 - 1988 ASSISTANT PROFESSOR, University of Wisconsin - Madison, Department of Educational Psychology, School Psychology Program (APA accredited).
- 1983 - 1987 ASSOCIATE PROFESSOR, Louisiana State University, Department of Psychology, School Psychology Program. Tenured 1985.
- 1980 - 1983 ASSISTANT PROFESSOR, University of Nebraska-Lincoln, Department of Educational Psychology & Measurement, School Psychology Program (APA accredited).
- 1980 - 1983 ASSISTANT DIRECTOR and ASSOCIATE EDITOR, Buros Institute of Mental Measurements, University of Nebraska-Lincoln. Responsible for editing the *Mental Measurements Yearbook* and other Buros' publications, and organizing the Buros-Nebraska Symposium on Testing.
- 1979 - 1980 SCHOOL PSYCHOLOGIST INTERN, Tempe Elementary School District #3, Tempe, Arizona. Provided a wide range of psychological services to elementary and junior high students and teachers.

PUBLICATIONS

Thesis & Dissertation

Elliott, S. N. (1980). Effect of prose organization on recall: An investigation of memory and metacognition. Doctoral dissertation, Arizona State University.

Elliott, S. N. (1977). Delayed recall of incidentally learned materials. Master's thesis, Arizona State University.

Refereed Journals

2015 & In Press

Goldring, E., Cravens, X., Porter, A., Murphy, J., & Elliott, S.N. (in press). The Convergent and Divergent Validity of the Vanderbilt Assessment of Leadership in Education (VAL-ED): Instructional Leadership and Emotional Intelligence. Journal of Educational Administration.

Kurz, A., Elliott, S.N., & Roach, A.T. (in press). Addressing the missing instructional data problem: Using an online measure of opportunity to learn to document tier 1 instruction. Remedial and Special Education.

Roach, A.T., Kurz, A., & Elliott, S.N. (in press). Using personalized instructional feedback data to facilitate opportunity to learn for students with disabilities. Preventing School Failure.

2014

Covay Minor, E., Porter, A.C., Murphy, J., Goldring, E., Cravens, X., & Elliott, S.N. (2014). A known group analysis validity study of the Vanderbilt Assessment of Leadership in Education in US elementary and secondary Schools. Educational Assessment, Evaluation and Accountability, *26* (1), 29-48. doi: 10.1077/s11092-013-9180-z

Davies, M., Cooper, G., Kettler, R., & Elliott, S.N. (2014). Developing social skills of students with additional needs within the context of the Australian Curriculum. Australasian Journal of Special Education. doi: 10.1017/jse.2014.9

Elliott, S.N. (2014). Measuring opportunity to learn and achievement growth: Key research issues with implications for the effective education of all students. Remedial and Special Education, doi: 10.1177/0741932514551282.

Elliott, S.N., Roach, R.T., & Kurz, A. (2014). Evaluating and advancing the effective teaching of special educators with a dynamic instructional practices portfolio. Assessment for Effective Intervention, Volume 39 (2), 83-98. doi: 10.1177/1534508413511491.

Frey, J., Elliott, S.N., & Kaiser, A. (2014). Social skills intervention planning for preschoolers: Using rating scales to identify target behaviors valued by parents and teachers. Assessment for Effective Intervention, *39*(3), 182-192. doi: 10.1177/1534508413488415.

Kettler, R.J., Elliott, S.N., Kurz, A., Zigmond, N., Lemons, C.J., Kloo, A., Shargo, J., Beddow, P.A., Williams, L., Bruen C., Lupp, L., & Mosiman, M. (2014). Predicting End-of-Year Achievement Test Performance: A Comparison of Assessment Methods. Assessment for Effective Intervention, *39* (3), 156-169. doi: 10.1177/1534508413475644.

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Kurz, A., Elliott, S.N., Lemons, C.J., Zigmond, N., & Kloo, A. (2014). Opportunity to Learn: A differentiated opportunity structure for students with disabilities in general education classrooms. Assessment for Effective Intervention, *40* (1), 24-39. doi:10.1177/1534508414522685.

Rodriguez, M.C., Kettler, R.J., & Elliott, S.N. (2014). Distractor functioning in modified items for test accessibility. SAGE Open, *4*, 1-10. doi:10.1177/2158244014553586.

Stevens, J., Schulte, A., Elliott, S.N., Nese, J.F., & Tindal, G. (2014). Mathematics achievement growth of students with and without disabilities on a statewide achievement test. Journal of School Psychology. doi:10.1016/j.jsp.2014.11.001

2013

Beddow, P.A., Elliott, S.N., & Kettler, R.J. (2013). Test Accessibility: Item Reviews and Lessons Learned from Four State Assessments. Education Research International. doi:10.1155/2013/952704.

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2012

Davies, M., & Elliott, S.N. (2012). Inclusive assessment and accountability: Policy to evidence-based practices. International Journal of Disability, Development, and Education, *59*(1), 1-6.

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2010

- Busse, R.T., Elliott, S.N., & Kratochwill, T.R. (2010). Convergent evidence scaling for multiple assessment indicators: Conceptual issues, applications, and technical challenges. Journal of Applied School Psychology, *26*, 149-161. doi: 10.1080/15377901003712728
- Elliott, S.N., Kettler, R.J., Beddow, P.A., Kurz, A., Compton, E., McGrath, D., Bruen, C., Hinton, K., Palmer, P., Rodriguez, M., Bolt, D., & Roach, A.T. (2010). Effects of using modified items to test students with persistent academic difficulties. Exceptional Children, *76* (4), 475-495.
- Gresham, F.M., Elliott, S.N., Cook, C.R., Vance, M.J., & Kettler, R.J. (2010). Cross-informant agreement for social and problem behavior ratings: An investigation of the Social Skills Improvement System Rating Scales. Psychological Assessment, *22* (1), 157-166.
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Kurz, A., Elliott, S.N., Wehby, J., & Smithson, J. (2010). Alignment of the intended, planned, and enacted curriculum in general and special education and its relation to student achievement. Journal of Special Education, 44 (3), 131-145.
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Polikoff, M.S., May, H., Porter, A.C., Elliott, S.N., Goldring, E., & Murphy, J.F. (2009). An examination of differential item functioning on the Vanderbilt Assessment of Leadership in Education. Journal of School Leadership, 19(6), 661-679.

Roach, A. T., & Elliott, S. N. (2009). Consultation to support inclusive accountability and standards-based reform: Facilitating access, equity, and empowerment. Journal of Educational and Psychological Consultation, 19, 61-81.

2008

Elliott, S.N., Gresham, F.M., Frank, J.L., & Beddow, P.A. III (2008). Intervention validity of social behavior rating scales: Features of assessments that link results to treatment plans. Assessment for Effective Intervention, 34(1), 15-24.

Elliott, S.N., Kettler, R.J., & Roach, A.T. (2008). Alternate assessments of modified achievement standards: More accessible and less difficult tests to advance assessment practices? Journal of Disability Policy Studies, 19(3), 140-152.

Kettler, R. J., Elliott, S.N., & Albers, C. (2008). Structured teacher ratings to identify students who need help: Validation of the Brief Academic Competence Evaluation Screening System. Journal of Psychoeducational Assessment, 26 (3), 260-273.

Lang, S.C., Elliott, S.N., Bolt, D.M., & Kratochwill, T.R. (2008). The effects of testing accommodations on students' performances and reactions to testing. School Psychology Quarterly, 14 (3), 107-124.

2007

Elliott, S.N., Huai, N., & Roach, R.T. (2007). Universal and early screening for educational difficulties: Current and future approaches. Journal of School Psychology, 45, 137-161.

Elliott, S.N., Compton, E., & Roach, A.T. (2007). Building validity evidence for scores on a state-wide alternate assessment: A contrasting groups, multi-method approach. Educational Measurement: Issues & Practice, 26(2), 30-43.

Elliott, S.N., & Roach, R.T. (2007). Alternate assessments of students with significant disabilities: Alternative approaches, common technical challenges. Applied Measurement in Education, 20 (3), 301-333.

Hurwitz, J.T., Elliott, S.N., & Braden, J.P. (2007). The influence of test familiarity and student disability status upon teachers' judgments of students' test performance. School Psychology Quarterly, 14 (2), 115-144.

Murphy, J., Elliott, S.N., Goldring, E., & Porter, A.C. (2007). Leadership for learning: A research-based model and taxonomy of behaviors. School Leadership & Management, 27 (2), 179-201.

Roach, A.T., Elliott, S.N., & Berndt, S.A. (2007). Teacher satisfaction and the consequential validity of an alternate assessment for students with significant disabilities. Journal of Disability Studies, 18 (3), 168-175.

2006

Huai, N., White, J.L., Braden, J. P., & Elliott, S.N. (2006). Effect of an internet-based professional development program on teachers' assessment literacy for all students. Teacher Education and Special Education, 29 (4), 244-260.

Ray, C., & Elliott, S.N. (2006). Social adjustment and academic achievement: A predictive model for students with diverse academic and behavior competencies. School Psychology Review, 35 (3), 493-501.

Roach, A.T., & Elliott, S.N. (2006). The influence of access to the general education curriculum on the alternate assessment performance of students with significant cognitive disabilities. Education Evaluation and Policy Analysis, 28(2), 181-194.

2005

Braden, J.P., Huai, N., White, J.L., & Elliott, S.N. (2005). Effective professional development to support inclusive assessment practices for all children. Assessment for Effective Intervention, 31 (1), 63-72.

DiPerna, J.C., Volpe, R., & Elliott, S.N. (2005). A model of academic enablers and mathematics achievement in elementary grades. Journal of School Psychology, 43, 379-392.

Kettler, R.J., Niebling, B.C., Mroch, A.A., Feldman, E.S., Newell, M.L., Elliott, S.N., Kratochwill, T.R., Bolt, D.M. (2005). Effects of testing accommodations on math and reading scores: An experimental analysis of the performance of students with and without disabilities. Assessment for Effective Intervention, 31 (1), 37-48.

Lang, S.C., Kumke, P.J., Ray, C.E., Cowell, E.L., Elliott, S.N., Kratochwill, T.R., & Bolt, D.M. (2005). The consequences of using testing accommodations: Students', teachers', and parents' perceptions and reactions. Assessment for Effective Intervention, 31 (1), 49-62.

McKevitt, B.C., & Elliott, S.N. (2005). Observations and ratings of preschool children's social behavior: Issues of representativeness and validity. Psychology in the Schools, 42 (1), 13-26.

Niebling, B.C., & Elliott, S.N. (2005). Testing accommodations and inclusive assessment practices. Assessment for Effective Intervention, 31 (1), 1-6.

Roach, A.T., & Elliott, S.N. (2005). Goal attainment scaling: An efficient and effective approach to monitoring student progress. Teaching Exceptional Children, 37 (4), 8-17.

Roach, A.T., Elliott, & Webb, N. (2005). Alignment of an alternate assessment with state academic standards: Evidence for the content validity of the Wisconsin Alternate Assessment. Journal of Special Education, 38 (4), 218-231.

2004

Elliott, S.N., DiPerna, J.C., Mroch, A., & Lang, S.C. (2004). Prevalence and patterns of academic enabling behaviors: An analysis of teachers' and students' ratings for a national sample of students. School Psychology Review, 33(2), 297-304.

Elliott, S.N., & Marquart, A.M. (2004). Extended time as a testing accommodation: Its

effects and perceived consequences. Exceptional Children, 70 (3), 349-367.

Gorges, T.C., Elliott, S.N., & Kettler, R. J. (2004). Resistance: Experienced and novice consultants' interpretations and strategies for addressing it in behavioral consultation interviews. Canadian Journal of School Psychology, 19, 1-32.

LePage, K., Kratochwill, T. R., Elliott, S. N. (2004). Competency-based consultation training: An evaluation of consultation outcomes, treatment effects and consumer satisfaction. School Psychology Quarterly, 19 (1), 1-28.

2003

Elliott, S.N., Kratochwill, T.K., & Roach, A.T. (2003). Implementing social-emotional and academic innovations: Reflections, reactions, and research. School Psychology Review, 32 (3), 320-327.

Kratochwill, T. R., Elliott, S. N., Loitz, P., Sladeczek, I., & Carlson, J.S. (2003). Conjoint consultation using self-administered manual and videotaped parent-teacher training: Effects on children's behavior difficulties. School Psychology Quarterly, 18(3), 269-302.

McKevitt, B.C., & Elliott, S.N. (2003). The use of testing accommodations on a standardized reading test: Effects on scores and attitudes about testing. School Psychology Review, 32(4), 583-600.

2002

DiPerna, J.C., & Elliott, S.N. (2002). Promoting academic enablers to improve student achievement. School Psychology Review, 31(3), 293-298.

DiPerna, J.C., Volpe, R., & Elliott, S.N. (2002). A model of academic enablers and elementary reading/language arts achievement School Psychology Review, 31(3), 298-312.

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2001

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Elliott, S.N., Kratochwill, T.R., & McKevitt, B.C. (2001). Experimental analysis of the effects of testing accommodations on the scores of students with and without disabilities. Journal of School Psychology, 39(1), 3-24.

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- Kratochwill, T.R., & Elliott, S.N. (2002-2008). Coordination, Consultation, and Evaluation Center for Implementing K-3 Behavior and Reading Intervention Models. U.S. Department of Education, Office of Special Education and Rehabilitative Services, \$6,000,000.
- Sueoka, L., Elliott, S.N., & Cook, H.G. (2004-2005). Enhancing the Hawaii State Alternate Assessment System: Development, Implementation, and Validation. U.S. Department of Education, Office of Special Education Programs, \$441,000.
- Elliott, S.N., Kratochwill, T. R., & Bolt, D. (2000-2005). Using DIF analysis to examine the effects of testing accommodations on students' responses to test items. U.S. Department of Education, \$740,000.
- Braden, J.P., & Elliott, S.N. (2000-2003) A hypermedia program on educational assessment for in-service and pre-service teachers. U. S. Department of Education, \$510,000.
- Elliott, S. N., & Kratochwill, T. R. (1998-2002). Experimental analysis of the effects of testing accommodations on scores of students with disabilities. U.S. Department of Education, \$552,000.
- Schulte, A.G., Elliott, S.N., & Kratochwill, T.R. (1999-2000). Experimental analysis of the effects of testing accommodations on students' standardized achievement test scores. USDE, Office of Special Education, Student Initiated Research Award, \$19,994.
- Elliott, S. N. (1997-98). Education assessment and accountability for all students. Wisconsin Department of Public Instruction, \$35,780.
- Elliott, S. N., & Kratochwill, T. K. (1995-1998). Performance assessment and standardized testing for students with disabilities: Psychometric issues, accommodation procedures, and outcome analyses. U.S. Department of Education, \$554,700.
- Kratochwill, T. R., & Elliott, S. N. (1993-97). Training behavioral consultants to work with parents and teachers of minority preschoolers. USDE, Office of Special Education, \$344,000.
- Kratochwill, T. R., & Elliott, S. N. (1992-97). Conjoint behavioral consultation: An early intervention model for preschoolers at risk for social-emotional difficulties. U.S. Department of Education, Office of Special Education, \$744,000.
- Kratochwill, T. R., & Elliott, S. N. (1994-95). How verbal interactions during consultation affect consultation treatment outcomes. USDE, Office of Special Education Research, \$99,064.

- Elliott, S. N., & Kratochwill, T. K. (1993-94). Performance assessment and students' with disabilities: Procedures and outcomes in a statewide assessment system. U.S. Department of Education, Division of Innovation and Development, \$75,000.
- Kratochwill, T. R., & Elliott, S. N. (1988-93). Preparation of school psychologists to serve as consultants to teachers trained in consultation and classroom intervention strategies. U.S. Department of Education, Office of Special Education, \$521,205.
- Kratochwill, T R., Elliott, S. N., & Lehrer, R. (1990-91). Technology development for consultation training. Joint project with Iowa's and Wisconsin's Department of Public Instruction, \$14,000.
- Elliott S. N., & Gresham, F. M. (1984). The use and integrity of support services provided by appraisal personnel for children in Louisiana. Louisiana Department of Education, \$29,995.
- Elliott, S. N., & Gresham, F. M. (1984). Facilitating doctoral training of school psychologists - Year 2. Louisiana Department of Education, \$8,910.
- Gresham, F. M., & Elliott, S. N. (1984). School building level committees and the use of support services provided for children in Louisiana. Louisiana Department of Education, \$21,509.
- Gresham, F. M., & Elliott, S. N. (1983). Facilitating doctoral training of school psychologists - Year 1. Louisiana Department of Education, \$9,000.
- Elliott, S. N. (1981). The multidisciplinary team: A group problem-solving system. Nebraska Department of Education, \$9,000.
- Elliott, S. N. (1981). Behavior assessment training for psychologists and educators. Nebraska Department of Education, \$4,000.

GRANTS (University Competitions)

- Elliott, S.N. (2007-2008). Predicting academic achievement: Screening social and academic enablers. Vanderbilt International Office, Vanderbilt University, \$25,000.
- Elliott, S. N. (1992). Authentic assessment in the classroom. UW-Madison, Office of Outreach Development, \$6,395.
- Elliott, S. N. (1991). A comparative analysis of behavioral consultation with parents and teachers: Delivering treatment for socially withdrawn children at home and school. UW-Madison, Graduate School, \$19,000.

CONTRACTS

- Elliott, S.N. (2013-2014). Digital Age Study: Design and Instructional Analyses. Digital Promise & Pearson Research and Innovation Network, Austin, TX.
- Elliott, S.N. (2011). Evaluation of the Rodel Exemplary and Aspiring Principals Initiatives. Rodel Foundation, Scottsdale, AZ.
- Elliott, S.N. (2009). Design performance level descriptors and setting end-of-course achievement standards. Discovery Education Assessment and District of Columbia Public Schools.
- Elliott, S.N. (2009). Setting grade-level achievement standards for the AIMS A. Arizona Department of Education.
- Elliott, S.N. (2007-2008). Electronic Center for Alternate Assessment Scoring. Idaho Department of Education.
- Elliott, S.N. (2007-2009). Mississippi CAARES project. Mississippi State University & the Mississippi Department of Education.
- Elliott, S.N., & Roach, A.T. (2004-2008). Development and validation of the Mississippi Alternate Assessment. Mississippi Department of Education, Jackson, MS.
- Elliott, S.N., with ThinkLink Learning Associates. (2005-2006). Development of extended academic indicators and alternate assessment guide. Oklahoma Department of Education, Oklahoma City, OK.
- Elliott, S.N. (2001-2006). Evaluating the implementation and use of the Idaho Alternate Assessment. Idaho Department of Education, Boise, ID.
- Elliott, S.N. (2001-2006). Developing and validating an alternate assessment for Wisconsin. Wisconsin Department of Public Instruction.
- Elliott, S. N. (2000-2001). Training of Trainers to facilitate implementation of inclusive accountability procedure. CESA#1, Department of Public Instruction, Madison, WI
- Elliott, S. N., & DiPerna, J. C. (1999-2001). Evaluation of the effectiveness of the Responsive Classroom on students' social and academic functioning in a middle school. Funded by a grant to the Fitchburg, MA Public Schools by the Massachusetts Department of Education.
- Elliott, S. N. (1996-1999). Evaluation of the responsive classroom on the social and academic functioning of students. Funded by the Northeast Foundation for Children and conducted in the Springfield (MA) schools.
- Elliott, S. N. (1997). Assessment of students' cognitive functioning: The use of intelligence tests and alternative methods. A report commissioned by the Department of Specialized Services, Chicago Public Schools, Chicago, IL.

Kratochwill, T. R., & Elliott, S. N. (1997). Evaluation of NCEO revised model and support materials for assessing social-emotional behavior. A report commissioned by the National Center for Educational Outcomes, University of Minnesota, Minneapolis, MN.

Elliott, S. N., & Kratochwill, T. R. (1996). Analysis of the NCEO outcomes model. A report commissioned by the National Center of Educational Outcomes, University of Minnesota, Minneapolis, MN.

Elliott, S. N. (1993-1995). The acceptability and effectiveness of the responsive classroom in urban schools. Funded by the District of Columbia Public Schools, Washington, D.C.

Elliott, S. N. (1991-1992). Implementation and evaluation of a social caring curriculum. Northeast Foundation for Children, Inc.: Greenfield, MA.

PAPER PRESENTATIONS (Competitive)

2015

Stevens, J.J., & Elliott, S.N. (2015, January). Mathematics and reading proficiency rates for students in specific exceptional groups. Paper to be presented at the Hawaii International Conference on Education, Honolulu, HI.

2014

Elliott, S.N. (2014, December). Learning sciences in Australia: Context and engagement for success. Invited discussant for Feature Symposia at the Joint meeting of the Australian Association of Research in Education and New Zealand Association for Research in Education, Kelvin Grove, Brisbane, AU.

Elliott, S.N., Kurz, A.K., Tindal, G., & Yel, N. (2014, April). Predicting end of year mathematical achievement with opportunity to learn and CBM measures: Year 1 report. Paper presented at the annual convention of the National Council on Measurement in Education, Philadelphia.

Tindal, G., Schulte, A., & Elliott, S.N. (2014, April). Critical issues in studying growth on state tests for students with disabilities. Paper presented at the annual convention of the Council for Exceptional Children, Philadelphia.

2013

Cravens, X., Goldring, E., Porter, A., Murphy, J., & Elliott, S.N. (2013, April). Instructional leadership and emotional intelligence: The convergent and divergent validity of the Vanderbilt Assessment of Leadership in Education (VAL-ED). Paper presented at the annual convention of the American Educational Research Association, San Francisco.

Davies, M., Cooper, G., Kettler, R., & Elliott, S.N. (2013, October). Developing social skills to improve academics and classroom inclusion within the context of the Australian Curriculum. Australian Association of Special Education, Adelaide, AU.

Davies, M., Elliott, S.N., & Cumming, J. (2013, October). Development and use of a learning and assessment adjustments checklist to inform instructional and assessment differentiation for students with additional needs. Australian Association of Special Education, Adelaide, AU.

Elliott, S.N., Kurz, A., & Davies, M. (2013, October). Research on opportunity to learn: A key access and validity issue when testing students with disabilities. Australian Association of Special Education, Adelaide, AU.

Nese, J. F.T., Tindal, G., Stevens, J.J., Schulte, A., & Elliott, S.N. (2013, August). Opening the black box of data cleaning for state data. Paper presented at the annual convention of the American Psychological Association, Honolulu.

2012

Elliott, S.N. (2012, February). Opportunity to learn and its relationship to students' achievement: Measurement issues and practices. Paper presented at the annual convention of the National Association of School Psychologists, Philadelphia.

Elliott, S.N., & Kurz, A. (2012, April). Measurement of opportunity to learn and its contribution to achievement gains of students with disabilities. Paper presented at the annual convention of the National Council on Measurement in Education, Vancouver, Canada.

Elliott, S.N., & Kurz, A. (2012, June). Opportunity to learn as a moderating variable in achievement growth. Paper presented at the CCSSO National Conference on Student Assessment, Minneapolis.

Goldring, E., Murphy, J., Cravens, X., Porter, A.C., & Elliott, S.N. (2012, April). Conceptualization, psychometric development, and implementation of the VAL-ED. Paper presented at the annual convention of the American Educational Research Association, Vancouver, CA.

Rodriguez, M.C., Palma, J., Elliott, S.N., Roach, A.T., & Kettler, R.J. (2012, April). The think aloud method for the validation of item modifications to improve test accessibility. Paper presented at the annual convention of the National Council on Measurement in Education, Vancouver, Canada

2011

Elliott, S.N. (2011, February). Testing practices and AA-MAS policy: Progress report. Paper presented as part of a panel session at the Pacific Coast Research Conference, San Diego.

Elliott, S.N., Kurz, A., Kettler, R.J., & Beddow, P.A. (2011, February). Access for success: Strategies to improve instruction and testing. Presented at the annual meeting of the National Association of School Psychologists, San Francisco.

Frey, J.R., & Elliott, S.N. (2011, April). Social skills intervention planning for young children: An investigation of parent and teachers social behavior importance ratings. Paper at the National Council of Measurement in Education, New Orleans.

Kettler, R.J., Kurz, A., Beddow, P.A., & Elliott, S.N. (2011, February). Online identification of students with learning problems or instructional needs. Presented at the annual meeting of the National Association of School Psychologists, San Francisco.

Gresham, F.M., & Elliott, S.N. (2011, February). Social skills assessment: Advances in research and practice. Presented at the annual meeting of the National Association of School Psychologists, San Francisco.

2010

Beddow, P.A., Elliott, S.N., & Kettler, R.J. (2010, May). Accessibility reviews to improve test score validity. Presented at the annual convention of the American Educational Research Association, Denver.

Elliott, S.N. (2010, April). Agreement among respondent groups and the role of behavioral evidence in assessing principal leadership. Presented at the annual convention of the American Educational Research Association, Denver.

Elliott, S.N., & Beddow, P.A. (2010, July). Designing accessible achievement tests for students with reading difficulties. Presented at the annual conference of the Society for Scientific Study of Reading, Berlin, Germany.

Kettler, R.J., & Elliott, S.N. (2010, June). Reducing barriers to assessment of scientific inquiry: Findings from a multi-state study of AA-MAS pilot tests. Presented at the annual National Conference on Student Assessment, Detroit.

Kettler, R.J., Elliott, S.N. (2010, June). Predicting performance on state achievement tests and the selection of students for an AA-MAS. Presented at the annual National Conference on Student Assessment, Detroit.

2009

Elliott, S.N. (2009, February). Using cognitive load theory to design better achievement tests. Presented at the annual convention of the National Association of School Psychologists, Boston.

Elliott, S.N. (2009, June). Designing more accessible achievement tests for all students. Presented as part of a symposium at the CCSSO National Conference on Student Assessment, Los Angeles.

Elliott, S.N. (2009, June). Reducing cognitive load in multiple-choice items for all students. Presented as part of a symposium at the CCSSO National Conference on Student Assessment, Los Angeles.

Elliott, S.N., Compton, E., & Kettler, R.J. (2009, April). Alternate assessments of modified achievement standards: Research on more accessible and less difficult grade-level items. To be presented at the annual convention of the National Council on Measurement in Education, San Diego.

Kettler, R.J., Elliott, S.N., Davies, M., & Griffin, P. (2009, April). Using academic enabler nominations and social behavior ratings to predict students' performance level on Australia's National Achievement Test. To be presented at the annual convention of the American Educational Research Association, San Diego.

2008

Elliott, S.N., & Gresham, F.M. (2008, February). Two decades of social skills research with the SSRS. Presented at the annual convention of the National Association of School Psychologists, New Orleans.

Elliott, S.N., & Gresham, F.M. (2008, February). The SSIS Classwide Program: Screening, intervention, and evaluation. Presented at the annual convention of the National Association of School Psychologists, New Orleans.

Elliott, S.N. (2008, June). Modified achievement tests for students with disabilities: Design strategies and experimental results. Presented at the CCSSO National Conference on Student Assessment, Orlando, FL.

2007

Elliott, S.N. (2007, March). NCLB large-scale assessment and accountability programs: A grand opportunity for school psychologists to learn and lead. Presentation at the annual convention of the National Association of School Psychologists, New York City.

Elliott, S.N. (2007, June). Alternate assessments: Changing expectations, improving learning for students with significant disabilities. Paper part of a symposium at the CCSSO annual conference on Large-Scale Assessment, Nashville.

Elliott, S.N. (2007, June). Modified alternate assessments: Future of assessments or another name for out-of-level testing? Paper part of a symposium at the CCSSO annual conference on Large-Scale Assessment, Nashville.

Elliott, S.N. (2007, August). Making sound accommodations decisions: Facilitating test access and implementation integrity. Presented at the annual convention of the American Psychological Association, San Francisco.

Elliott, S.N., Roach, A.T., & Beddow, P. (2007, August). Convergent evidence scales: Quantifying the integrity of multi-component interventions. Presented at the annual convention of the American Psychological Association, San Francisco.

2006

Elliott, S.N. (2006, June). Validating IAA scores: A multiple method, multiple group approach. Presented at the CCSSO National Conference on Large-Scale Assessment, San Francisco.

Elliott, S.N., Compton, E., & Roach, A.T. (2006, April). Alternate assessment validity: Evidence for making valid inferences about IAA proficiency scores of students with significant disabilities. Presented at the annual convention of the National Council on Measurement in Education, San Francisco.

Elliott, S.N., Huai, N., Roach, A.T. (2006, April). Universal and early screening for educational difficulties: Current and future approaches. Presented at the annual convention of the National Association of School Psychologists, Anaheim.

Murphy, J., Elliott, S.N., Goldring, E.B., & Porter, A.C. (2006, October). Learning-centered leadership: The conceptual foundation for the Vanderbilt Assessment of Leadership in Education (VAL-ED). Presented at the annual meeting of the Wallace Foundation State Action for Educational Leadership Conference, St. Louis.

Roach, A.T., & Elliott, S.N. (2006, March). Students with significant disabilities, curricular access, and alternate assessment performance. Paper presented at the National Association of School Psychologists annual meeting, Anaheim, CA.

Roach, A.T., & Elliott, S.N. (2006, April). Students with significant disabilities, access to the general curriculum, and alternate assessment performance. Presented at the annual convention of the American Educational Research Association, San Francisco.

2005

Albers, C., Elliott, S.N., & Hai, N. (2005, April). Implementing a multiphase screening procedure to facilitate invention for at-risk students. Presented at the annual convention of the Council for Exceptional Children, Baltimore, MD.

Elliott, S.N. (2005, April). Social support: Definition, guiding theory, and the measurement of students' perceptions. Presented at the annual meeting of the National Association of School Psychologists, Atlanta, GA.

Elliott, S.N., Roach, A.T. & Compton, L. (2005, June). Proficient Performance: The process and outcomes of proficiency standard setting for alternate assessments. Presented at the annual CCSSO Large-Scale Assessment Conference, San Antonio.

Roach, A.T., & Elliott, S.N. (2005, April). Universal screening and progress monitoring for educational difficulties. Presented at the National Association of School Psychologists Annual Convention, Atlanta, GA.

Roach, A.T., & Elliott, S.N. (2005, April). Alternate assessments: Alignment analysis and standard setting methods in practice. Presented at the annual convention of the Council for Exceptional Children, Baltimore, MD.

2004

Huai, N., Braden, J.P., White, J.L., & Elliott, S.N. (2004, April). Effect of an internet-based multimedia teacher development program in enhancing teachers' assessment literacy. Presented at the Annual Convention of the National Association of School Psychologist Dallas, TX.

Huai, N. & Elliott, S.N. (2004, July). Development and validation of a universal academic screening system. Presented at the Annual Convention of the American Psychological Association, Honolulu, HI.

Roach, A.T., & Elliott, S.N. (2004, April). Alignment analysis and standard setting procedures for alternate assessments. Presented at the American Educational Research Association, San Diego, CA.

2003

Braden, J.P., & Elliott, S.N. (2003, February). Assessing One and All: The use and effectiveness of an on-line course for educators. Presented at the IDEA Conference, Washington, DC.

Elliott, S.N. (2003, April). Testing accommodations: Research and practice to advance the meaningful assessment of all students. Presented at the annual meeting of the National Association of School Psychologists, Toronto, Canada.

Kettler, R.J., Elliott, S.N., DiPerna, J.C., & Bolt, D. (2003, August). Ratings of academic competence: Cross-informant agreement and classification accuracy. Poster presented the American Psychological Association annual meeting, Toronto, Canada.

2002

DiPerna, J.C., & Elliott, S.N. (2002, March). ACES rating scales: Resources to facilitate intervention planning and evaluation. Presented at the annual meeting of the National Association of School Psychologists, Chicago.

Elliott, S.N., & Roach, A.T. (2002, April). The impact of providing testing accommodations to students in special education programs. Paper presented as part of a symposium at the American Educational Research Association, New Orleans.

Mroch, A.A., Lang, S.C., Elliott, S.N., & DiPerna, J.C. (2002, February). Teachers' and students' perceptions of academic enabling behaviors for a diverse national sample of learners. Paper presented at the annual convention of the National Association of School Psychologists, Chicago.

2001

Elliott, S.N. (2001, April). Validity evidence for the ACES. Paper presented at the annual meeting of the National Association of School Psychologists, Washington, DC.

Elliott, S.N. (2001, August). The ACES and its validity evidence. Paper presented at the annual meeting of the American Psychological Association, San Francisco, CA.

Kettler, R.J., Elliott, S.N., & McKeivitt, B.C. (2001, August). Testing accommodations: What we know and how we know it. Poster presented at the American Psychological Association annual meeting, San Francisco, CA.

Schulte, A.G., Elliott, S.N., & Kratochwill, T.K. (2001, April). Experimental analysis of the effects of testing accommodations on students with and without disabilities. Presented at the annual convention of the National Association of School Psychologists, Washington, DC.

2000

- DiPerna, J. C., & Elliott, S. N. (2000, August). Academic enablers and the identification of students with learning difficulties. Presented at the American Psychological Association's annual meeting, Washington D.C.
- DiPerna, J. C., & Elliott, S. N. (2000, April). Using the ACES and AIMS to facilitate the development of prereferral interventions. Presented at the annual meeting of the Council of Exceptional Children, Kansas City, MO.
- Elliott, S.N. (2000, April). Accommodation decisions: Legal and technical issues challenging teachers. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Elliott, S.N. (2000, June). Experimental research on testing accommodations: What we currently know. Paper presented at the annual meeting of the Council of Chief State School Officers, Snowbird, UT.
- Elliott, S.N., Kratochwill, T.R., McKevitt, B.C., & Mroch, A.A. (2000 April). An experimental analysis of the effects of testing accommodations on the scores of students with disabilities. Presented at the annual meeting of the Council for Exceptional Children, Vancouver, Canada.
- Loitz, P.A., Kratochwill, T.R., Elliott, S.N., Sladeczek, I., & Carlson, J. (2000, August). Behavioral consultation using manual and videotaped training: Effects on children's behavior. Presented at the annual meeting of the American Psychological Association, Washington, D.C.

1999

- Elliott, S. N. (1999, March). Using rating scales to measure academic competence. Presented at the National Association of School Psychologists annual convention, Las Vegas, NV.
- Elliott, S.N. (1999, April). Experimental analysis of the effects of testing accommodations on the scores of students with disabilities. Presented as part of a symposium on testing accommodations at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Elliott, S.N. (1999, June). Experimental analysis of the effects of testing accommodations on students with disabilities: A midproject report. Presented at the CCSSO Large-Scale Assessment Conference, Snowbird, UT.
- Elliott, S.N. (1999, June). Valid testing accommodations: Fundamental assumptions and methods for collecting validity evidence. Presented at the CCSSO Large-Scale Assessment Conference, Snowbird, UT.
- Elliott, S.N. (1999, June). The use of DIF analysis to detect invalid testing accommodations: A promising method limited by numbers [Discussant]. Presented at the CCSSO Large-Scale Assessment Conference, Snowbird, UT.

- Demaray, M., Malecki, C. K., & Elliott, S. N. (1999, April). The importance of measuring perceived social support in children and adolescents for practice and research. Presented at the annual meeting of the National Association of School Psychologists, Las Vegas, NV.
- Lepage, K. M., Kratochwill, T.R., & Elliott, S.N. (1999, April). Conjoint behavioral consultation training: An evaluation of consultant outcomes, treatment effects, and consumer satisfaction. Presented at the annual meeting of the National Association of School Psychologists, Las Vegas, NV.
- McKevitt, B. C., & Elliott, S.N. (1999, April). Observations and ratings of children's social behavior: Issues of representativeness and validity. Presented at the annual convention of the National Association of School Psychologists, Las Vegas, NV.
- McKevitt, B. C., Marquart, A., Mroch, A., Schulte, A., Elliott, S.N., & Kratochwill, T.R. (1999, August). Testing accommodations for students with disabilities: An empirical analysis. Presented at the Annual Convention of the American Psychological Association, Boston, MA.

1998

- Malecki, C. K., & Elliott, S. N. (1998, April). The influence of elementary students' social behaviors on academic achievement. Presented at the annual convention of the National Association of School Psychologists, Orlando, FL.
- Marquart, A., Elliott, S. N., & Kratochwill, T. R. (1998, April). Attitudes of students with disabilities toward participation in large-scale assessments. Presented at the annual meeting of the National Association of School Psychologists, Orlando, FL.
- DiPerna, J. C., & Elliott, S. N. (1998, April). Academic competencies: The construct and its measurement. Presented at the annual convention of the National Association of School Psychologists, Orlando, FL.
- Elliott, S. N. (1998, April). Testing accommodation decision-making for statewide assessments. Presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Elliott, S. N. (1998, April). The use of alternative assessment methods with diverse populations of students. Presented at the annual convention of the National Association of School Psychologists, Orlando, FL.
- Elliott, S. N. (1998, June). The use of single-subject methods to document the effects of testing accommodations on scores. Presented at the National Conference on Large Scale Assessment, Colorado Springs, CO.
- Elliott, S. N., Kratochwill, T. R., & Braden, J. (1998, June). Testing accommodations and students with disabilities: Descriptive and experimental studies. Presented at the annual Large-Scale Testing Conference, Colorado Springs, CO.

Elliott, S. N., Kratochwill, T. R., Schulte, A., & Braden, J. (1998, August). Inclusion of students in large-scale assessments: Research and practice. Presented at the annual convention of the American Psychological Association, San Francisco, CA.

1997

Elliott, S. N. (1997, March). Standards-based reform and the assessment of students with disabilities. Presented at the annual convention of the National Association of School Psychologists, Anaheim, CA.

Elliott, S. N. (1997, June). Accommodating students on performance assessment tasks: A report of methods and results. Presented at the National Conference on Large Scale Assessment, Colorado Springs, CO.

Braden, J. P., Elliott, S. N., & Kratochwill, T. R. (1997, June). The performance of students with and without exceptional educational needs on performance assessment and multiple choice achievement measures. Presented at the National Conference on Large Scale Assessment, Colorado Springs, CO.

Gilbertson, A., & Elliott, S. N. (1997, March). The development and validation of the Assessment Accommodation Checklist. Presented at the National Association of School Psychologists annual convention, Anaheim, CA.

Malecki, C. K., & Elliott, S. N. (1997, March). The relationship between social behavior and academic competencies in responsive classrooms. Presented at the annual convention of the National Association of School Psychologists, Anaheim, CA.

Malecki, C. K., & Elliott, S. N. (1997, March). The conceptualization and measurement of perceived social support in adolescents. Presented at the annual convention of the American Educational Research Association, Chicago, IL.

Nolten, P. W., Malecki, C. M., & Elliott, S. N. (1997, April). Social support: Perceptions of adolescents. Presented at the annual convention of the National Association of School Psychologists, Anaheim, CA.

1996

Elliott, S. N., Kratochwill, T. R., & Ruffalo, S. (1996, April). Statewide performance assessment and students with disabilities: Outcomes and accommodations. Presented at the annual convention of the Council for Exceptional Children, Orlando, FL.

Elliott, S. N. (1996, March). Performance assessment of students' achievement: Research and practice in schools. Presented at the annual convention of the National Association of School Psychologists, Atlanta, GA.

Ruffalo, S. L., & Elliott, S. N. (1996, March). Unraveling the situational specificity argument: A closer look at cross-informant agreements of children's social behavior. Presented at the annual convention of the National Association of School Psychologists, Atlanta, GA.

Sladeczek, I., Kratochwill, T. R., & Elliott, S. N. (1996, April). Analysis of parent/teacher mediated intervention for preschoolers with social behavior problems. Presented at the annual convention of the Council for Exceptional Children, Orlando, FL.

1995

Elliott, S. N., Malecki, C., & Nolten, P. W. (1995, August). Assessing perceptions of social support: Further development of the Student Social Support Scale. Presented at the annual convention of the American Psychological Association, New York, NY.

Demaray, M., & Elliott, S. N. (1995, March). Teachers' judgments of students' academic functioning: A comparison of actual and predicted performances. Presented at the annual meeting of the National Association of School Psychologists, Chicago, IL.

Elliott, S. N. (1995, March). Performance assessments and the case for consequential validity. Presented at the National Association of School Psychologists Annual Convention, Chicago, IL.

Elliott, S. N. (1995, March). Goal attainment scaling: Its use in monitoring treatment progress and outcomes. Presented at the National Association of School Psychologists Annual Convention, Chicago, IL.

Elliott, S. N. (1995, March). What I've learned from my son and his teacher about alternative assessments. Presented as part of a symposium on parenting and school psychology at the annual meeting of the National Association of School Psychologists, Chicago, IL.

Elliott, S. N., Sladeczek, I., & Kratochwill, T. R. (1995, August). Goal attainment scaling: Its use as a progress monitoring and outcome effectiveness measure in behavioral consultation. Presented at the annual convention of the American Psychological Association, New York.

Kratochwill, T. R., Busse, R. T., Ruffalo, S., & Elliott, S. N. (1995, March). Evaluating interventions: Using multiple methods to assess progress and outcomes. A mini-skills workshop presented at the annual convention of the National Association of School Psychologists, Chicago, IL.

Malecki, C., & Elliott, S. N. (1995, March). Evaluation of the acceptability and effectiveness of the Responsive Classroom Program in an urban school system. Presented at the National Association of School Psychologists Annual Convention, Chicago, IL.

Nolten, P. W., & Elliott, S. N. (1995, March). Conceptualization and measurement of social support: The development of the Student Social Support Scale. Presented at the National Association of School Psychologists Annual Convention, Chicago, IL.

Potts, M. K., Loitz, P., Kratochwill, T. R., & Elliott, S. N. (1995, March). The use of hypermedia teaching in consultation training. Presented at the National Association of School Psychologists Annual Convention, Chicago, IL.

Racine, C., & Elliott, S. N. (1995, March). The relationship between observations and ratings of children's social behavior: An extension of the accuracy-reliability paradigm. Presented at the National Association of School Psychologists Annual Convention, Chicago, IL.

1994

- Elliott, S. N. (1994, March). Conceptual and pragmatic issues in social competence: Developing a behavioral aptitude by treatment interaction model - Discussant. Presented at the National Association of School Psychologists Annual Convention, Seattle, WA.
- Elliott, S. N. (1994, March). Helping parents help kids: A social skills program for ADHD children and their parents - Discussant. Presented at the National Association of School Psychologists Annual Convention, Seattle, WA.
- Kraemer, E. S., Kratochwill, T. R., Elliott, S. N., Belmore, K., & Evans, J. H. (1994, March). Stimulus fading and response initiation techniques for the treatment of elective mutism: A case study. Presented at the National Association of School Psychologists Annual Convention, Seattle, WA.
- Robertson-Mjaanes, S. L., & Elliott, S. N. (1994, March). The relationship between observations and ratings of a preschool child's social behavior. Presented at the National Association of School Psychologists Annual Convention, Seattle, WA.
- Sladeczek, I. E., Kratochwill, T. R., & Elliott, S. N. (1994, March). An analysis of a teacher/parent mediated intervention for preschoolers with behavior problems. Presented at the National Association of School Psychologists Annual Convention, Seattle, WA.

1993

- Elliott, S. N. (1993, June). Performance assessment and students with disabilities: Questions and technical issues to consider. Presented at the International Commission on Testing Children, Oxford, England.
- Elliott, S. N. (1993, August). Education reform -- What should psychology do? Paper presented as part of the "President's Forum on the Future" at the annual meeting of the American Psychological Association, Toronto, Canada.
- Elliott, S. N. (1993, August). Performance assessment: Dogma, data, and technical issues. Presented at the annual meeting of the American Psychological Association, Toronto, Canada.
- Gorges, T. C., Elliott, S.N., & Nolten, P. W. (1993, April). Homework: An investigation of students' and parents' involvement. Presented at the Annual Convention of the National Association of School Psychologists, Washington, D.C.
- Kratochwill, T. R., Busse, R. T., & Elliott, S. N. (1993, February). Training behavioral consultants. Presented at the Illinois School Psychologists' Spring Convention. Rockford, IL.
- Kratochwill, T. R., Busse, R. T., & Elliott, S. N. (1993, August). Behavior consultation training: Consultant and client outcomes. Presented at the annual convention of the American Psychological Association, Toronto, Canada.
- Nolten, P. W., & Elliott, S. N. (1993, April). The relationship between students' self-efficacy and social behavior ratings. Presented at the Annual Convention of the National Association of School Psychologists, Washington, D.C.

1992

- Kratochwill, T. K., Busse, R. T., & Elliott, S. N. (1992, August). Evaluation of behavioral consultation training: Consultant and client outcome data. Presented at the annual meeting of the American Psychological Association, Washington, D.C.
- Kratochwill, T. K., Elliott, S. N., & Busse, R. T. (1992, October). Prereferral consultation: Training and outcomes. Presented at the Fall Conference of the Wisconsin Association of School Psychologists, Milwaukee, WI.
- Elliott, S. N. (1992, July). The Behavior Intervention Rating Scale: A client and consumer measure of treatment acceptability and effectiveness. Presented at the World Congress on Behavior Therapy, Gold Coast, Australia.
- Elliott, S. N. (1992, July). Evaluation of behavioral consultation training: Consultant and client process and outcome data. Presented at the World Congress on Behavior Therapy, Gold Coast, Australia.
- Elliott, S. N. (1992, August). Training scientist-practitioners: A goal unfulfilled. Presented at the annual meeting of the American Psychological Association, Washington, D.C.
- Noell, G. H., Gresham, F. M., & Elliott, S. N. (1992, August). Handicapped and nonhandicapped children's social skills: Empirically derived types. Presented at the annual convention of the American Psychological Association, Washington, D.C.

1991

- Nolten, P. W., & Elliott, S. N. (1991, August). Self-efficacy differences among handicapped and non-handicapped students. Presented at the annual convention of the American Psychological Association, San Francisco, CA.
- Elliott, S. N. (1991, March). Prereferral assessment and intervention: Structuring the process and products. Presented at the National Association of School Psychologists' Annual Convention, Dallas, TX.
- Elliott, S. N. (1991, August). Authentic assessment and the practice of school psychology. Presented at the annual meeting of the Council of Directors of School Psychology Programs, San Francisco, CA.
- Elliott, S. N. (1991, August). Behavioral assessment of social-emotional characteristics of mildly handicapped persons. Presented at the annual meeting of the American Psychological Association, San Francisco, CA.
- Fenning, P. A., & Elliott, S. N. (1991, August). Social-cognitive abilities of popular and rejected children. Presented at the annual convention of the American Psychological Association, San Francisco, CA.
- Gresham, F. M., Noell, G., & Elliott, S. N. (1991, August). Rater effects in the assessment of social competence. Presented at the annual convention of the American Psychological Association, San Francisco, CA.

Gresham, F. M., Noell, G., & Elliott, S. N. (1991, August). Classification of social competence strengths and weaknesses across instruments. Presented at the annual convention of the American Psychological Association, San Francisco, CA.

McKinnie, D., & Elliott, S. N. (1991, August). Social skills problems of learning disabled children. Presented at the annual convention of the American Psychological Association, San Francisco, CA.

1990

Elliott, S. N. (1990, April). Issues influencing the use and interpretation of behavior rating scales. Presented at the National Association of School Psychologists' Annual Convention, San Francisco, CA.

Elliott, S. N., & Shapiro, E. S. (1990, April). School Psychology Review: Past, present, and future editorial perspectives. Presented at the National Association of School Psychologists' Annual Convention, San Francisco, CA.

Gresham, F. M., & Elliott, S. N. (1990, August). Cross-informant ratings of social competence: Convergent and discriminant validity. Presented at the Annual Convention of the American Psychological Association, Boston, MA.

Powless, D., Elliott, S. N., & Gresham, F. M. (1990, August). Assessment of the social skills of Indian and non-Indian preschoolers. Presented at the Annual Convention of the American Psychological Association, Boston, MA.

Sheridan, S. M., & Elliott, S. N. (1990, April). Linking assessment and treatment of social skills through consultation. Presented at the National Association of School Psychologists' Annual Convention, San Francisco, CA.

1989

Elliott, S. N. (1989, April). Social skills assessment: An overview of methods and examination of measurement challenges. Presented at the annual meeting of the National Association of School Psychologists, Boston, MA.

Elliott, S. N. (1989, May). Treatment acceptability: Past research, future practice. Presented as part of a symposium at the annual convention of the Association for Behavior Analysis, Milwaukee, WI.

Elliott, S. N. (1989, August). School-based treatment of socially withdrawn children: A joint teacher and parent consultation. Presented as part of a symposium at the annual convention of the American Psychological Association, New Orleans, LA.

Elliott, S. N., & Barnard, J. (1989, March). Preschoolers' social behavior: Teachers' and parents' assessments. Presented at the National Association of School Psychologists Annual Convention, Boston, MA.

Elliott, S. N., & Gresham, F. M. (1989, August). Preschoolers' social skills: Normative data on frequency and importance of behaviors. Presented at the annual meeting of the American Psychological Association, New Orleans, LA.

Gresham, F. M., & Elliott, S. N. (1989, August). Concurrent validity of the social skills rating system. Presented at the Annual Convention of the American Psychological Association, New Orleans, LA.

Hensarling, D., & Elliott, S. N. (1989, March). An investigation of social status as it relates to social skills. Presented at the annual meeting of the National Association of School Psychologists, Boston, MA.

Hensarling, D., Gresham, F. M., & Elliott, S. N. (1989, August). Social skills differences of popular/rejected and attractive/unattractive children. Presented at the Annual Convention of the American Psychological Association, New Orleans, LA.

1988

Elliott, S. N. (1988, April). Assessment of social skills deficits: Current methods and measurement issues. Presented as part of a symposium at the Annual Convention of the American Education Research Association, New Orleans, LA.

Elliott, S. N. (1988, April). Research in school psychology; An optimist's assessment of the long and winding road. Presented at the annual convention of the National Association of School Psychologists, Chicago, IL.

Elliott, S. N., & Gresham, F. M. (1988, August). Adolescent social status groups: Base rate data for racial subgroups. Presented at the 91st Annual Convention of the American Psychological Association, Atlanta, GA.

Elliott, S. N., Gresham, F. M., Fenning, P., Peters, J., & Busse, R. (1988, August). Correlates of popular and rejected adolescent boys' behavior. Presented at the 91st Annual Convention of the American Psychological Association, Atlanta, GA.

Gresham, F. M., Elliott, S. N., & Evans, S. (1988, April). Academic and social self-efficacy of exceptional and nonhandicapped children. Presented at the Annual Convention of the American Educational Research Association, New Orleans, LA.

Turco, T. L., & Elliott, S. N. (1988, April). Acceptability and effectiveness of group contingencies for improving spelling. Presented at the annual convention of the National Association of School Psychologists, Chicago, IL.

Turco, T. L., & Elliott, S. N. (1988, May). Analysis of the effectiveness and acceptability of group contingencies. To be presented at the annual meeting of the Association of Behavior Analysis, Philadelphia, PA.

Turco, T. L., & Elliott, S. N. (1988, August). Influences of social validity on the effectiveness of group contingencies. Presented at the 91st Annual Convention of the American Psychological Association, Atlanta, GA.

1987

Elliott, S. N. (1987, May). Acceptability and consumer satisfaction with group contingencies in the classroom. Presented at the annual convention of the Association for Behavior Analysis, Nashville, TN.

Elliott, S. N. (1987, August). Selection of classroom-based behavioral interventions. Presented at the annual convention of the American Psychological Association, New York, NY.

1986

Boeve, K., & Elliott, S. N. (1986, April). Ethnicity as a determinant of differences in WISC-R IQs over time. Presented at the Annual Convention of the National Association of School Psychologists, Hollywood, FL.

Elliott, S. N. (1986, April). Publication and evaluation of school psychological research. Presented at the Annual Convention of the National Association of School Psychologists, Hollywood, FL.

Elliott, S. N. (1986, August). Social skills: Assessment procedures for identification and intervention. Presented at the annual convention of the American Psychological Association, Washington, D.C.

Elliott, S. N. (1986, August). Group contingencies and cooperative learning strategies for improving academic performance. Presented at the annual convention of the American Psychological Association, Washington, D.C.

Elliott, S. N., Turco, T. L., & Von Brock, M. B. (1986, April). Acceptability of classroom interventions: Conceptual issues, research, and practice. Presented at the Annual Convention of the National Association of School Psychologists, Hollywood, FL.

Heffer, R. W., Elliott, S. N., Gresham, F. M., & Kelley, M. L. (1986, November). Development of a short-form for the Treatment Evaluation Inventory. Presented at the annual convention of the Association for the Advancement of Behavior Therapy, Chicago, IL.

Gresham, F. M., & Elliott, S. N. (1986, November). Social skills across diagnostic subgroups of mildly handicapped children. Presented at the annual convention of the Association for the Advancement of Behavior Therapy, Chicago, IL.

Von Brock, M. B., & Elliott, S. N. (1986, August). Influence of treatment effectiveness information on the acceptability of classroom interventions. Presented at the annual convention of the American Psychological Association, Washington, D.C.

1985

Elliott, S. N. (1985, April). Discussant for Behavioral assessment in school psychology. A symposium presented at the Annual Convention of the National Association of School Psychologists, Las Vegas, NV.

Elliott, S. N. (1985, April). Research leaders and research agendas for the 1980s. Presented as part of a symposium at the Annual convention of the National Association of School Psychologists, Las Vegas, NV.

Elliott, S. N., & Turco, T. L. (1985, February). Behavioral interventions in the classroom: Children's and teachers' reactions. Presented at the Sixth Annual Super Conference on Special Education, Baton Rouge, LA.

Elliott, S. N., Turco, T. L., & Gresham, F. M. (1985, August). Group Contingencies at school: Psychologists' and children's treatment acceptability ratings. Presented at the Annual Convention of the American Psychological Association, Los Angeles, CA.

Turco, T. L., & Elliott, S. N. (1985, April). The effects of students' sex and behaviors on acceptability ratings. Presented at the Annual Convention of the National Association of School Psychologists, Las Vegas, NV.

1984

Elliott, S. N., Turco, T. L., Evans, S., & Gresham, F. M. (1984, November). Group contingency interventions: Children's acceptability ratings. Presented at the annual convention of the Association for the Advancement of Behavior Therapy, Philadelphia, PA.

Elliott, S. N. (1984, August) Children's acceptability of interventions: Developmental and methodological findings. Presented as part of a symposium at the annual convention of the American Psychological Association, Toronto, Canada.

Elliott, S. N., & Turco, T. L. (1984, October). Acceptability of interventions: Developmental and methodological findings with normal students. Presented at the conference on Programming for the Developmental Needs of Adolescents with Behavior Disorders II, Pensacola, FL.

Elliott, S. N., Turco, T. L., & Witt, J. C. (1984, August). Children's acceptability judgements of classroom interventions. Presented at the annual convention of the American Psychological Association, Toronto, Canada.

Elliott, S. N., Witt, J. C., & Galvin, G. A. (1984, April). Acceptability of classroom interventions: Children's perspectives. Presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Turco, T. L., Elliott, S. N., & Von Brock, M. (1984, October). Children's acceptability ratings of interventions: A discussion of current research findings. Presented at the Fifth Annual Conference of the Louisiana School Psychological Association, Kenner, LA.

Turco, T. L., Elliott, S. N., Witt, J. C., & Galvin, G. A. (1984, April). Acceptability of interventions in third-, fifth-, seventh-, and ninth-grade children. Presented at the annual meeting of the National Association of School Psychologists, Philadelphia, PA.

Witt, J. C., & Elliott, S. N. (1984, April). Does what you say affect what teachers do: The problem of jargon in school-based consultation. Presented at the annual convention of the American Educational Research Association, New Orleans, LA.

Witt, J. C., Elliott, S. N., & Martens, B. K. (1984, April). Factors influencing teacher resistance to the use of classroom interventions. Presented at the annual meeting of the National Association of School Psychologists, Philadelphia, PA.

1983

Elliott, S. N. (1983, March). Training school psychologists in multidisciplinary problem solving and leadership skills. Presented at the annual meeting of the National Association of School Psychologists, Detroit, MI.

- Elliott, S. N. (1983, November). Assessing and affecting the acceptability of classroom interventions. Presented at the Fourth Annual Louisiana School Psychological Association Conference, Metairie, LA.
- Elliott, S. N., & Argulewicz, E. N. (1983, August). Ethnic influence on ratings of normal and LD children's behavior. Presented at the annual meeting of the American Psychological Association, Anaheim.
- Elliott, S. N., Piersel, W. C., & Galvin, G. A. (1983, August). Stability of WISC-R IQs for handicapped children. Annual meeting of American Psychological Association, Anaheim.
- Elliott, S. N., Witt, J. C., & Galvin G. A. (1983, August). The acceptability of positive and negative interventions for children. Presented at the annual meeting of the American Psychological Association, Anaheim, CA.
- Witt, J. C., & Elliott, S. N. (1983, August). Assessing the acceptability of behavioral interventions. Annual meeting of the American Psychological Association, Anaheim, CA.
- Witt, J. C., & Elliott, S. N. (1983, December). Acceptability of Behavioral Interventions Used in Classrooms. Presented at the World Congress on Behavior Therapy for the Association for Advancement of Behavior Therapy, Washington, D.C.
- Witt, J. C., Elliott, S. N., & Hannifin, M. J. (1983, April). Acceptability of behavioral interventions used in classrooms: The influence of amount of teacher time, severity of the problem behavior, and type of intervention. Presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Witt, J. C., Hannifin, M. J. & Elliott, S. N. (1983, April). Response covariation between academic performance and inappropriate behavior: An application of interrupted time series analysis and response covariation theory. Presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- 1982**
- Elliott, S. N., Piersel, W. C., Witt, J. C., & Argulewicz, E. N. (1982, August). WISC-R test stability and the practice of psychological reevaluation. Presented at the 90th Annual Convention of the American Psychological Association, Washington, D.C.
- Elliott, S. N. (1982, March). School psychologists' perceptions of their re-evaluation practices. Annual meeting of the National Association of School Psychologists, Toronto, Canada.
- Elliott, S. N. (1982, October). Multidisciplinary team decision-making: Past and future research investigations. Presented at the Seventh Annual Midwestern Conference on Psychology in the Schools, Omaha, NE.
- Elliott, S. N., & Argulewicz, E. N. (1982, March). Use of a behavior rating scale to identify developmentally and culturally different gifted children. Presented at the annual meeting of the American Educational Research Association, New York, NY.

Galvin, G. A., Elliott, S. N., & Piersel, W. C. (1982, October). Psychological reevaluations: Perceptions of school psychologists, state consultants of school psychology, and state directors of special education. Presented at the Seventh Annual Midwestern Conference on Psychology in the Schools, Omaha, NE.

Kutsick, K., & Elliott, S. N. (1982, March). Utility of the DAP in predicting school achievement. Annual meeting of the National Association of School Psychologists, Toronto, Canada.

Reynolds, C. R., & Elliott, S. N. (1982, March). Trends in test development and test publication. Annual meeting of the National Council on Measurement in Education, New York, NY.

1981

Witt, J. C., & Elliott, S. N., & Piersel, W. C. (1981, April). The case for an informal, ecological, and personalized approach to evaluating children. Presented at the annual meeting of the Rocky Mountain Psychological Association, Denver, CO.

Argulewicz, E. N., & Elliott, S. N. (1981, August). Validity of the SRBCSS for Hispanic and Anglo Gifted students. Presented at the annual meeting of the American Psychological Association, Los Angeles, CA.

Elliott, S. N. (1981, April). Sixth graders' knowledge of the interactive effects of prose learning variables and subsequent ease of recall predictions. Presented at the annual meeting of American Educational Research Association, Los Angeles, CA.

Elliott, S. N. (1981, April). Informal assessment of prerequisite learning behaviors. Annual meeting of the National Association of School Psychologists, Houston.

Elliott, S. N., & Piersel, W. C. (1981, October). Informal assessment of reading comprehension skills. Presented at the Sixth Annual Midwestern Conference on Psychology in the Schools, Omaha, NE.

Piersel, W. C., Galvin, G. A., & Elliott, S. N. (1981, October). Psychological reevaluation procedures of school psychologists: An analysis and discussion of current practices. Sixth Annual Midwestern Conference on Psychology in the Schools, Omaha, NE.

1980

Elliott, S. N. (1980, April). Sixth graders' and college students' metacognitive knowledge of prose organization and study strategies. Presented at the annual meeting of the American Educational Research Association, Boston, MA.

Elliott, S. N. (1980, April). The school psychology internship: A symposium. Presented at the annual meeting of the National Association of School Psychologists, Washington, D.C.

Elliott, S. N., & Argulewicz, E. N. (1980, April). Cognitive behavioral interventions that can facilitate classroom learning. Presented at the annual meeting of the National Association of School Psychologists, Washington, D.C.

Elliott, S. N., & Argulewicz, E. N. (1980, October). Attention training: A cognitive-behavioral intervention for children. Presented at the Fifth Annual Midwestern Conference on Psychology in the Schools, Omaha, NE.

Witt, J. C., & Elliott, S. N. (1980, October). The response cost lottery: A time efficient and effective behavioral intervention. Presented at the Fifth Annual Midwestern Conference on Psychology in the Schools, Omaha, NE.

1979

Bretzing, B. H., & Elliott, S. N. Local norms. (1979, April). Presented at the Arizona Association of School Psychologists' Spring meeting, Tempe, AZ.

Elliott, S. N., & Carroll, J. L. (1979, March). Strategies to help children remember and understand what they read. Presented at the National Association of School Psychologists' Annual Convention, San Diego, CA.

Elliott, S. N., & Carroll, J. L. (1979, April). Immediate and delayed recall of incidentally learned material: A comparison of paradigms. Presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Kontos, S., Elliott, S. N., Embry, L, Housley, T., Raikes, H., & Woods, A. (1979, March). Developing autonomy as a researcher. A symposium presented at the biennial meeting of the Society for Research in Child Development, San Francisco, CA.

PRESENTATIONS AND LECTURES (Invited)

2014

Elliott, S.N. (2014, November). Educating one and all 1994-2014. Invited keynote for NCAASE Research on Achievement Growth of Students with Disabilities and Implications for Policy and Practice, George Washington University, Washington, D.C.

Elliott, S.N., (2014, November). Return on instruction: Measuring opportunity to learn and improving our educational investments. Invited Master Class lecture, Australian Catholic University, Brisbane, AU.

Elliott, S. N/ (2014, September). Advances in class-wide social skills interventions in schools in Australia and the United States. Invited presentation for the School Mental Health Research Summit, Pittsburgh, PA.

Elliott, S.N., (2014, May). Measuring opportunity to learn and advancing instructional practices of special educators. Office of Special Education Programs, United States Department of Education, for State Professional Development Group leaders in all 50 states.

2013

Elliott, S.N., (2013, November). Advancing Next Gen Learning: Building the Needed Interdisciplinary Partnerships. Provost's Excellence Program, North Carolina State University, Raleigh.

- Elliott, S.N. (2013, October). Advancing educational research innovations and impact: Partnerships and opportunities. Australia Catholic University, Brisbane, AU.
- Elliott, S.N. (2013, August). Designing alternate assessments to measure progress: Lessons learned and recommendations for new systems. Kennedy Krieger Institute, Baltimore.
- Elliott, S.N. (2013, August). Measuring opportunity to learn to improve instruction for students with disabilities. IES Technical Work Group on College and Career-Ready Standards, Washington, DC.
- Elliott, S.N. (2013, July). Developing research programs that last. School Psychology Research Collaboration Conference, Honolulu.
- Elliott, S.N. (2013, February). Opportunity to learn: The key access and validity issue for all academic assessments. Within Year Assessment Symposium: Arlington, VA

2012

- Elliott, S.N. (2012, July). Learning sciences research and technology: Maximizing return on instruction (ROI). U.S. Senate Appropriations Panel on ARPA-ED, Washington, DC.
- Elliott, S.N. (2012, May). Implications for item design labs and opportunity to learn studies for test developers. USDE Lessons Learned for Improving Access for Students with Disabilities, Washington, DC.
- Elliott, S.N. (2012, March). Measuring opportunity to learn: Advancing instruction and improving access to the general curriculum for all students. USDE Leveraging Resources Conference, Bethesda, MD.

2011

- Elliott, S.N. (2011, November). Learning sciences research at ASU. Presented to researchers at the London Knowledge Lab and Open University, London.
- Elliott, S.N. (2011, November). Learning focused leadership and instructional accountability. Presented at the Mary Lou Fulton Teachers College School Reform and School Leadership Conference, Phoenix.
- Elliott, S.N. (2011, September). On the path to instructional accountability: Measuring within year student growth and more. Presented at Using Student Growth to Evaluate Educators of Students with Disabilities. A forum of State Special Education Experts/Teacher Effectiveness Personnel and Researchers. Washington, DC.
- Elliott, S.N. (2011, April). The learning sciences and addressing the grand challenges of education. Presented to the leadership and faculty of the College of Education at Georgia State University, Atlanta.

2010

- Elliott, S.N. (2010, November). Designing accessible tests for all students. Presented at the Learning and the Brain Conference, Massachusetts Institute of Technology, Boston.

- Elliott, S.N. (2010, November). Opportunity and access: Key aspects of instruction and assessments. Presented to ETS measurement scientists and visiting research panel members, Princeton, NJ.
- Elliott, S.N. (2010, August). The role of access in the measurement of student achievement. An invited address for Division 16 at the Annual meeting of the American Psychological Association, San Diego.
- Elliott, S.N. (2010, August). From the interaction paradigm to accessibility theory: Outcomes of a decade of inclusive assessment experiments. An invited address for Division 16 at the Annual meeting of the American Psychological Association, San Diego.
- Elliott, S.N. (2010, June). Access to learning and the tests that measure it. Successful Learning Conference, University of Sydney, Sydney, AU.
- Elliott, S.N. (2010, June). Social skills: Key academic enablers. Successful Learning Conference, University of Sydney, Sydney, AU.
- Elliott, S.N., & Kettler, R.J. (2010, April). Alternate assessments' contributions to better classroom instruction and testing. An invited presentation at the Annual Convention of the Council for Exceptional Children, Nashville, TN.
- Elliott, S.N., & Tindal, G. (2010, April). 1% + 2% = ?: Adding up what we know and don't know about alternate assessments. An invited presentation at the Annual Convention of the Council for Exceptional Children, Nashville, TN.

2009

- Elliott, S.N. (2009, November). Barriers to optimal assessment. Invited presentation to the Race to the Top Assessment Panel, Atlanta.
- Elliott, S.N. (2009, November). Social skills as academic enablers. Invited presentation for Philadelphia Schools Psychological staff, Pennsylvania College of Medicine, Philadelphia.

2008

- Elliott, S.N. (2008, February). Social behavior assessment: Technical issues and use of the SSIS Performance Screening Guide and Rating Scales. Invited presentation to the College of Education faculty and students, University of Melbourne, Melbourne, Australia.
- Elliott, S.N. (2008, July). Two decades of social skills research with the Social Skills Rating System. Presented at the XXIX International Congress of Psychology, Berlin, Germany.
- Elliott, S.N. (2008, November). Social behavior assessment to intervention for a multi-tiered delivery system. Florida Positive Behavior Support Leadership team, University of South Florida, Tampa.

2007

- Elliott, S.N. (2007, October). Inclusive assessments: All learners + leaders. Invited presentation to the College of Education faculty, Pennsylvania State University, PA.
- Elliott, S.N. (2007, October). Alternate achievement tests: Understanding the construct being assessed. Invited presentation to the College of Education, University of Maryland, College Park, MD.
- Elliott, S.N. (2007, June). Measuring and counting the academic performance of students with significant disabilities. Invited presentation for the Mississippi Rising Summer Conference, Biloxi, MS.
- Goldring, E., Porter, A., Murphy, J., & Elliott, S.N. (2007, May). Leading for learning: Assessing behaviors that matter most. Invited presentation for the Summit on Connecting Teaching and Learning. Washington, D.C.

2006

- Elliott, S.N. (2006, February). Alternate assessments: Guiding conceptual and design issues for sound assessments. Invited presentation for the CCSSO ASES State Collaborative on Assessment and Student Standards, Washington, D.C.
- Elliott, S.N., (2006, March). Helping individualized education program teams make decisions about selecting accommodations. Invited presentation at the ETS Invitational Conference on Accommodating Students with Disabilities on State Assessments, Savannah, GA.
- Elliott, S.N., (2006, May). Alternate assessments: Increasingly complex decisions for an increasing number of students with disabilities. Invited Spotlight Session at the 27th Annual LRP National Institute on Legal Issues of Educating Individuals with Disabilities.

2005

- Elliott, S.N. (2005, June). Strategies for improving the test performance of students with disabilities. Invited presentation for the Wisconsin State Leadership Academy, Madison, WI.
- Elliott, S.N. (2005, October). Improving learning and achievement of students with disabilities. Invited presentation at the Institute for Learning Partnerships, University of Wisconsin-Green Bay, Green Bay, WI.

2004

- Elliott, S.N. (2004, January). Assessment for intervention: Theory, research, and practice. Invited presentation for Peabody College faculty at Vanderbilt University.
- Elliott, S.N. (2004, October). Assessment for screening and prereferral intervention. Invited presentation for Mid-South School Psychology Association, Tunica, MS.
- Elliott, S.N. (2004, December). Planning for academic progress when time is limited and every student matters. Invited presentation for WI Assoc. of School Administrators, Madison, WI.

2003

Elliott, S.N. (2003, February). Inclusive assessment practices and statewide accountability systems. Invited public presentation by the LaFollette School for Social Policy, University of Wisconsin-Madison.

Elliott, S.N. (2003, November). Assessment for Intervention: Challenges and advances. Keynote address for the 27th Annual TECBD Conference, Tempe, AZ.

Elliott, S.N. (2003, November). Testing accommodations: Theory, research, and practice. Invited presentation for the College of Education Faculty at Michigan State University.

Elliott, S.N. (2003, December). Academic enablers and the development of academically competent students. Keynote address for the 1st Annual Conference on Cognition, Language, and Special Education Research, Gold Coast, Australia.

2002

Elliott, S.N. (2002, May). Testing accommodations: Research and practice to advance meaningful assessment of all students. Invited presentation for the University of California-Berkeley Conference on Educational Assessment Issues, Berkeley, CA.

Elliott, S.N. (2002, June). Testing accommodation research methods and design issues. Invited presentation to for special education and school psychology doctoral students, University of Nebraska-Lincoln.

Elliott, S.N. (2002, July). Educational assessment and inclusive accountability. Invited presentation to senators from 11 states and 2 Canadian provinces, Bowhay Institute & LaFollette School for Social Policy, Madison, WI.

Elliott, S.N. (2002, August). Assessment and educational accountability for all students. Invited presentation at the Dean's Annual Superintendents Meeting, Memorial Union, University of Wisconsin-Madison.

Elliott, S.N. (2002, October). Alternate assessment and the new Wisconsin Alternate Assessment for Students with Disabilities. Invited presentation to the State Superintendent's Leadership Conference in Special Education, Middleton, WI.

Elliott, S.N. (2002, November). The role of social skills as an enabler for academic achievement. Invited presentation for the Colorado Society of School Psychologists, Beaver Creek, CO.

2001

Elliott, S.N. (2001, January). Testing accommodations research to guide practices with students with disabilities. Keynote address at the North Carolina Educational Accountability Conference, Greensboro, NC.

Elliott, S.N. (2001, January). Social skills: Key academic enablers. Invited presentation at the North Carolina Educational Accountability Conference, Greensboro, NC.

Elliott, S.N. (2001, April). Testing accommodations research: What we know and how we know it. Invited presentation for the Wisconsin Department of Public Instruction staff, Madison, WI.

Elliott, S.N. (2001, April). Testing accommodations and educational accountability. Presented at the annual WCER/CESA Directors conference, University of Wisconsin, Madison.

Elliott, S.N. (2001, July). Teachers are tests and unsung heroes. Keynote address for the North Carolina Special Education Teachers Association, Greensboro, NC.

Elliott, S.N. (2001, October). Developing and evaluating a prereferral intervention system for student at-risk academically. Invited presentation for educators in Lancaster Public Schools, Lancaster, SC.

Elliott, S.N. (2001, October). Using goal attainment scaling methods to link assessments to intervention: Technical and practical issues. Invited presentation for the faculty and students of the Department of Educational Psychology, University of British Columbia, Vancouver, Canada.

Elliott, S.N. (2001, November). Testing accommodations: Research and practice. Invited presentation for the members of the Florida Educational Research Association, Marco Island, FL.

Elliott, S.N. (2001, November). Testing accommodations research and practice issues: A "good" score is hard to come by. Invited presentation for the Board on Testing and Assessment, National Research Council, Washington, DC.

2000

Elliott, S.N. (2000, May). Teaching teachers about the validity of testing accommodations and other important things in the name of inclusive accountability. Presented at the Educational Accountability Summit, Madison, WI.

1999

Elliott, S. N. (1999, January). Selecting and implementing testing accommodations with students with disabilities. Invited presentation to employees of CTB/McGraw-Hill, Monterey, CA.

Elliott, S.N. (1999, November). Tactics for including all students in statewide assessments: Testing accommodations and alternate assessments. Invited presentation at the Superintendent of Education's annual Leadership Conference for Special Educators, Middleton, WI.

Elliott, S.N. (1999, November). The valid use of testing accommodations with students with disabilities: Issues and tactics. Presented at the annual conference of the National Association of State Directors of Special Education, Lake Tahoe, CA.

Elliott, S.N. (1999, November). Alternate assessment methods: Increasing communication and accountability for all students. Presented at the annual conference of the National Association of State Directors of Special Education, Lake Tahoe, CA.

Elliott, S.N. (1999, November). Children's social skills: Critical to success at school. Presented to the New York City Board of Education, Cornell University Club, New York City.

1998

Elliott, S. N. (1998, March). Assessing children's social behavior. Presented to Assessment Core Personnel, Waisman Center for Mental Retardation, University of Wisconsin, Madison, WI.

Elliott, S. N. (1998, September). Testing accommodations and alternate assessments: Including all students in the educational accountability system. Presented at the Wisconsin Directors of Special Education Conference, Madison, WI.

Elliott, S. N. (1998, September). Inclusive assessment: Using testing accommodations wisely. Invited presentation by U.S. Department of Education for State assessment and special education directors. Boston, MA.

Elliott, S. N. (1998, November). Assessing all students: Testing accommodations and alternate assessments. Invited presentation to personnel from Indiana Department of Special Education, Indianapolis, IN.

1997

Elliott, S. N. (1997, February). Educational assessment: New methods and challenging old problems. Presented to UW-Madison School of Education faculty and alumni, Faculty Club, Madison, WI.

Elliott, S. N. (1997, May). Professional development of educators' assessment skills: Challenges along the path to best practices. Presented to the UW-Madison School of Education's Board of Visitors, Madison, WI.

Elliott, S. N. (1997, June). Assessing students' social and academic behavior: A decade of research on rating scales. Presented to the faculty at the University of Nebraska - Lincoln, NE.

Elliott, S. N. (1997, August). Students with disabilities and statewide testing: Accommodation practices and technical issues to consider. Wisconsin Assessment Institute & UW-Oshkosh, Appleton, WI.

Elliott, S. N. (1997, September). Including all students in statewide assessments: Issues of accommodation and resources. Presented at the National Governors' Association Midwest Forum on Assessment, Madison, WI.

1996

Elliott, S. N. (1996, July). Educational assessment: Promising new methods, pesky old problems. Presented to educators at Perspectives in Education Series, Madison Extension Education Program, Madison, WI.

1995

Elliott, S. N. (1995, January). IQ and school decision-making: Evidence from the field -- Reactions. Invited presentation to the Board of Testing and Assessment for the National Academy of Sciences and National Research Council, LaJolla, CA.

Elliott, S. N. (1995, May). Performance assessment: Current research and uses in schools. Invited paper to be presented to the National Research Council, Washington, D.C.

Elliott, S. N. (1995, May). Performance assessment of students' achievement: Research and practice. Presented at a workshop on educational decision-making for the National Research Council's Board on Testing and Assessment, Washington, D.C.

Elliott, S. N. (1995, September). Conceptualizing and implementing interventions for students with academic problems. Presented at the 19th annual Alfred University School Psychology Symposium, Alfred, NY.

1994

Elliott, S. N., & Kratochwill, T. R. (1994, September). Performance assessment research and students with disabilities. Invited presentation at the Superintendent's Conference for Special Education and Pupil Services Leadership Personnel, Wisconsin DPI, Madison, WI.

Elliott, S. N. (1994, July). Performance assessment and students with disabilities. Invited presentation at Office of Special Education Research Conference, Washington, D.C.

1993

Elliott, S. N. (1993, May). Assessment alternatives and O.B.E. Invited presentation for Dane County Parent Network, Oregon, WI.

1992

Elliott, S. N. (1992, January). Social skills assessment and intervention. Keynote address for the Saskatchewan School Psychologist Association, Saskatoon, Saskatchewan, Canada.

Elliott, S. N. (1992, February). Authentic and performance assessment: New approaches for documenting achievement. Invited presentation for educators in CESA #2, Stoughton, WI.

Elliott, S. N. (1992, March). Performance assessment and the instructional process. Invited presentation for Dane County Directors of Instruction. Verona, WI.

1991

Elliott, S. N. (1991, October). Prereferral interventions: Knowledge, empowerment, and implementation. Keynote address for the Michigan Association of Learning Disabilities Educators, Boyne Mountain, MI.

Elliott, S. N. (1991, May). Conceptualizing prereferral interventions. Invited presentation to faculty and students in the Department of Counseling and School Psychology at Lehigh University, Bethlehem, PA.

1990

Elliott, S. N., & Gresham, F. M. (1990, August). Social skills assessment: Conceptual, technological, and research advances. Invited address for Division 16 at the Annual Convention of the American Psychological Association, Boston, MA.

Elliott, S. N. (1990, February). The role of social validity in the assessment and treatment of children. Invited presentation for faculty and students, Department of Psychology, University of South Carolina, Columbia, SC.

Elliott, S. N. (1990, March). Designing prereferral interventions: Assessing both child and teacher characteristics. Presented at the Spring Conference of the Oregon School Psychologist Association, Eugene, OR.

Elliott, S. N. (1990, March). Social validation issues in assessment and treatment practices with children. Invited presentation for faculty and students, Department of Psychology, Illinois State University, Normal, IL.

Elliott, S. N. (1990, May). Reactions to the DAS: Theoretical and practical aspects of intelligence. Invited paper at the Conference on Intelligence. Memphis, TN.

1989

Elliott, S. N. (1989, February). Treatment acceptability: Advances in research and practice. Invited workshop and keynote address for faculty and students of St. Lawrence University, Kingston, Ontario, Canada.

Elliott, S. N. (1989, April). Social validity and research on the acceptance and implementation of school-based interventions. Invited presentation for faculty and students in the Department of Psychological Foundations, University of South Florida, Tampa, FL.

Elliott, S. N. (1989, October). Psychological treatments for children. Invited presentation for the Department of Psychology, Radford University, Radford, VA.

1987

Elliott, S. N. (1987, April). Research and use of the SSRS for the assessment and intervention of children's social skills deficits. Invited presentation for students in the Department of Psychological Foundations, University of South Florida, Tampa, FL.

Elliott, S. N. (1987, April). Acceptability of interventions: Implications for the practice of consultation. Invited presentation for students in the Counselor Education Department, University of Florida, Gainesville, FL.

1986

Elliott, S. N. (1986, March). Acceptability of classroom interventions: A program of research. Invited presentation for the Department of Educational and Psychological Foundations at the University of South Florida, Tampa, FL.

Elliott, S. N. (1986, April). Acceptability and social validity of school interventions. Invited presentation for the Department of Psychology faculty at the University of Rhode Island, Kingston, RI.

Elliott, S. N. (1986, April). Editorial perspectives: Publishing in School Psychology Review. Invited as part of a symposium at the Annual Convention of the National Association of School Psychologists, Hollywood, FL.

Elliott, S. N. (1986, July). Curriculum-based assessment: Research and practice in the USA. Invited presentation for the faculty at the Reading Center, Kelvin Grove College, Brisbane, Australia.

Elliott, S. N. (1986, September). Treatment acceptability research: Methods and findings. Invited presentation for faculty and students in the Department of Counseling, School Psychology, and Special Education, Lehigh University, Bethlehem, PA.

Elliott, S. N. (1986, October). Acceptability of classroom interventions: Research methods and findings. Invited presentation for faculty and students in the Department of Educational Psychology, University of Wisconsin-Madison, Madison, WI.

1985

Elliott, S. N. (1985, July). Children's involvement in treatment decision-making. Invited presentation for Focus on Children a James Madison University Psychology Department Summer Institute, Harrisonburg, VA.

Elliott, S. N. (1985, October). School psychology research and practice. Invited presentation for the Louisiana School Psychological Association, New Orleans, LA.

1984

Elliott, S. N. (1984, May). School psychologists and reading: Metacomprehension of a profession's reading skills and training. Invited presentation at the Twenty-ninth Annual convention of the International Reading Association, Atlanta, GA.

Elliott, S. N. (1984, May). Behavioral assessment and teaching of academic skills. Invited presentation as part of a symposium at annual conference of the Association for Behavior Analysis, Nashville, TN.

1983

Elliott, S. N. (1983, April). Research at the Buros Institute of Mental Measurements. Invited presentation as part of a symposium on the Buros Institute at the annual meeting of the National Council on Measurement in Education, Montreal, Canada.

Elliott, S. N. (1983, October). Assessing and affecting the acceptability of behavioral interventions. Invited presentation for faculty and students in the Educational Psychology Department at the University of Oklahoma, Norman, OK.

1982

Elliott, S. N. (1982, March). Test Selection: Is there a best test? Invited presentation at the Michigan Schools Conference on Testing, University of Michigan, Ann Arbor, MI.

1980

Elliott, S. N. (1980, February). Children's metacognitive knowledge of reading and studying. Invited presentation for the Psychology Department Faculty at Syracuse University, Syracuse, NY.

Elliott, S. N. (1980, March). Effect of prose organization on recall: An investigation of memory and metacomprehension. Invited presentation for the Educational Psychology Department Faculty at the University of Nebraska-Lincoln, Lincoln, NE.

Elliott, S. N. (1980, March). Investigating children's metacognitive knowledge and behaviors: Problems and research techniques. Invited presentation for the Psychology Department Faculty at Colorado State University, Fort Collins, CO.

Elliott, S. N. (1980, July). Metacomprehension in reading. Invited presentation for the Greater Brisbane Reading Association of Advanced Colleges of Education, Brisbane, Australia.

WORKSHOPS

2013

Elliott, S.N., (2013, October). The missing instructional data problem: Using MyiLOGS to advance RTI Tier 1 decision making. Arizona School Psychology Association, Phoenix.

Elliott, S. N. (2013, October). Developing social skills to improve student well-being and academics: Assessment to intervention practices. Pearson Assessment Workshop, Sydney, AU.

Elliott, S. N. (2013, September). Developing social skills to improve student well-being and academics: Assessment to intervention practices. Pearson Assessment Workshop, Brisbane, AU.

2012

Elliott, S. N. (2012, April). Social skills: Growing friend, improving achievement. Presented to Arizona Early Childhood Educators, ASU, Tempe.

2011

Elliott, S. N. (2011, October). Social skills screening to comprehensive intervention programs. Presented to the St. James School District, Winnipeg, Canada.

2010

Elliott, S.N. (2010, October). Social skills interventions: Implementation and evaluation of classwide and small groups. Presented to the Rhode Island School Psychologists Association, Narragansett, RI.

- Elliott, S. N. (2010, October). Social skills screening to comprehensive intervention programs. Presented to the Manitoba School Psychology Association, Winnipeg, Canada.
- Elliott, S.N., (2010, February). Comprehensive and multi-tiered social skills assessment and intervention: Research and practice with the SSiS system. Presented to Australian educators, Griffith University, Brisbane, AU.
- Elliott, S.N. (2010, February). Universal assessment and class-wide intervention for social and academic difficulties. Presented for Pearson Assessment staff and Australian educators, Sydney, AU.
- Elliott, S.N., (2010, February). Comprehensive and multi-tiered social skills assessment and intervention: Research and practice with the SSiS system. Presented to Australian assessment leaders, University of Melbourne, Melbourne, AU.
- Elliott, S.N. (2010, March). Intervention integrity: Tools, tactics, and practical steps. Presented to the Washington State School Psychology Association, webinar from Nashville.
- Elliott, S.N., (2010, June). Comprehensive social skills assessment to intervention: Research and practice with the SSiS system. Presented for post-graduate educators at the University of Sydney, Sydney, AU.
- Elliott, S.N. (2010, October). Comprehensive and multi-tiered social skills assessment and intervention: Research and practice with the SSiS system. Presented to the Rhode Island School Psychology Association, Narragansett, RI.
- Elliott, S.N., (2010, October). Comprehensive social skills assessment to intervention: Research and practice with the SSiS system. Presented to the Manitoba School Psychology Association, Winnipeg, Canada.
- Gresham, F.M., & Elliott, S.N. (2010, March). SSiS rating scales: Uses for intervention strategies. Presented at the annual meeting of the National Association of School Psychologists, Chicago.

2009

- Elliott, S.N. (2009, February). Social skills intervention and resources: A manualized tier 2 program. To be presented at the annual convention of the National Association of School Psychologists, Boston.
- Gresham, F.M., & Elliott, S.N. (2009, February). Social Skills Improvement System-Rating Scales: Description and uses. To be presented at the annual convention of the National Association of School Psychologists, Boston.

2008

- Elliott, S.N. (2008, October). Universal assessment and class-wide intervention for social and academic difficulties. Presented to the Georgia Association of School Psychologists, Savannah.

- Elliott, S.N. (2008, October). Comprehensive and multi-tiered social skills assessment and intervention: Research and practice with the SSiS system. Presented to the Arizona Association of School Psychologists, Phoenix.
- Elliott, S.N. (2008, October). Tier 2 assessment and small group interventions for social behavior difficulties. Presented to the Illinois Association of School Psychologists.
- Elliott, S.N. (2008, May). Evaluating evidence and rating students' performance on alternate assessments: Methods and implementation issues. Presented to the Idaho Department of Education Alternate Assessment Team, Boise, ID.
- Elliott, S.N. (2008, February). Social behavior assessment: Use of the SSIS Performance Screening Guide and Rating Scales to predict school performance. Presented to Brisbane Area Educators at Griffith University, Brisbane, Australia.
- Elliott, S.N., Kettler, R.J., Beddow, P.A., & Rodriguez, M.C. (2008, July). Designing alternate assessments and the modification of test items to facilitate access. Presented to the Arizona Department of Education Staff and Item Writing Teams, Phoenix.

2007

- Elliott, S.N. (2007, October). Assessing and intervening to improve children's social and academic functioning: Using the SSIS wisely. Pennsylvania School Psychology Association, State College, PA.
- Elliott, S.N. (2007, January). Using the Mississippi Alternate Assessment for Extended Curriculum Frameworks. Mississippi Department of Education, Jackson, MS.
- Elliott, S.N. (2007, January). Developing accessible and aligned items for students with significant disabilities. Arizona Department of Education, Phoenix, AZ.
- Elliott, S.N. (2007, February). Using the Mississippi Alternate Assessment for Extended Curriculum Frameworks. Mississippi Department of Education, Tupelo, MS.

2006

- Elliott, S.N. (2006, January). Using the Hawaii State Alternate Assessment wisely. Hawaii Department of Education, Honolulu, HI.
- Elliott, S.N. (2006, March). Effective practices for increasing the performances of all students on statewide tests. Michigan Association of Middle and High School Principals, Lansing, MI
- Elliott, S.N. (2006, September). Strategies for increasing the performances of all students on statewide tests. Monroe Public School District, Monroe, MI.
- Elliott, S.N. (2006, October). Designing and validating modified alternate assessments. Wisconsin Department of Public Instruction, Madison, WI.

2005

Elliott, S.N. (2005, October). Using the Mississippi Alternate Assessment with students with the most significant disabilities. Jackson, MS.

Elliott, S.N. (2005, May). Designing and using alternate assessments wisely. Hawaii Department of Education, Honolulu, HI.

Elliott, S.N. (2005, March). Screening for academic difficulties. Nashville Metropolitan School Psychologists, Nashville, TN.

Elliott, S.N. (2005, April). Screening and progress monitoring of educational difficulties. Tennessee Association of School Psychologists, Spring Institute, Murfreesboro, TN.

2004

Elliott, S.N. (2004, April). Inclusive assessment: From research to practice. With UW Outreach K-12 educators and assessment coordinators, Madison, WI.

2003

Elliott, S.N. (2003, January). Using testing accommodations to facilitate the meaningful assessment of students with disabilities. For educators in Madison Metropolitan Schools, Madison, WI.

Elliott, S.N. (2003, March). Using testing accommodations wisely with middle and high school students. For educators in Madison Metropolitan Schools, Madison, WI.

Elliott, S.N. (2003, May). Using the WAA for students with severe disabilities. Presented for the University of Wisconsin, School of Education Outreach, Madison.

Elliott, S.N. (2003, August). Using the revised WAA to assess the academic performance of students with disabilities. For special education leaders, Wisconsin Dells, WI.

Elliott, S.N. (2003, October). Using the revised WAA to assess students with severe disabilities for special educators and assessment coordinators, Wausau, WI.

2002

Elliott, S.N., & Kratochwill, T.R. (2002, February). The enhanced Wisconsin Alternate Assessment. Presented to teachers as part of a statewide validation, Milton, WI.

Elliott, S.N., & Roach, A.T. (2002, March). Designing and using goal attainment scales to monitor intervention progress. A mini-skills workshop presented at the annual convention of the National Association of School Psychologists, Chicago.

Elliott, S.N. (2002, July). Using the ACES and AIMS to facilitate prereferral assessment and intervention practices. Invited workshop for Lancaster & Chesterfield Country Public School educators, Lancaster, SC.

Elliott, S.N. (2002, August). Using testing accommodations and alternate assessments to facilitate the meaningful assessment of students with disabilities. Invited workshop for University of Wisconsin-Whitewater students and community members, Whitewater, WI.

Elliott, S.N. (2002, August). The new Wisconsin Alternate Assessment for students with disabilities. For assessment leaders in the Milwaukee area, Milwaukee, WI.

Elliott, S.N. (2002, October). Assessing and improving students' academic competence: Using the ACES and AIMS wisely. For school psychologists at the Mid-South Regional School Psychology Conference, Chattanooga, TN.

Elliott, S.N. (2002, November). Assessing and improving students' social competence: Using the SSRS and related intervention methods in schools. For the Colorado Society of School Psychologists, Beaver Creek, CO.

2001

DiPerna, J.C., & Elliott, S.N. (2001, April). Designing prereferral interventions for academically at risk students. Presented at the annual convention of the National Association of School Psychologists, Washington, DC.

Elliott, S.N. (2001, January). Testing accommodations: Research and practice. Presented to educators in the Allegheny Intermediate Unit, Gibsonia, PA.

Elliott, S.N. (2001, January). Using testing accommodations wisely. Invited workshop for educators at the North Carolina Educational Accountability Conference, Greensboro, NC.

Elliott, S.N., & Braden, J.P. (2001, April). Assessing one and all: Educational accountability and students with disabilities. Presented at the annual convention of the Council of Exceptional Children, Kansas City, MO.

Elliott, S.N. (2001, September). Assessing and improving children's academic and social competence in the classroom. Invited workshop for the New Mexico School Psychologists Association, Albuquerque, NM.

Elliott, S.N. (2001, September). Testing accommodations and educational accountability for all students. Invited workshop for the North Carolina School Psychology Association, Wilmington, NC.

Elliott, S.N. (2001, October). Using the ACES and AIMS to facilitate the design and evaluation of academic interventions. Invited workshop for Lancaster Public School educators, Lancaster, SC.

Elliott, S.N. (2001, October). Social skills development, assessment, and intervention. Invited Workshop of the psychiatric and nursing staff of the Children's Hospital of British Columbia, Vancouver, Canada.

Elliott, S.N. (2001, October). Using the ACES and AIMS to facilitate the design and evaluation of academic interventions. Invited workshop for Phoenix Public School educators, Phoenix.

Elliott, S.N. (2001, November). Assessing one and all: A workshop for educators who want to facilitate the full participation of students with disabilities in large-scale assessments. Invited workshop for testing and evaluation directors, Marco Island, FL.

Elliott, S.N. (2001, November). New approaches to assessment for classroom-based interventions: Advancing the science and practice of teacher-driven assessments. Invited workshop for educators and psychologists, University of Wisconsin Outreach, Madison, WI.

2000

Elliott, S.N. (2000, January). Alternate assessments: Fundamental guidelines for conducting and reporting alternate assessments in Wisconsin. Presented to educators in Wisconsin Dells, WI.

Elliott, S.N. (2000, April). Conducting alternate assessments: Technical and practical issues. Presented to educators on the Idaho Alternate Assessment Leadership Team, Boise, ID.

Elliott, S.N. (2000, April). Facilitating the meaningful participation of all students in large-scale assessments: Testing accommodations and alternate assessments. Presented at the annual convention of the National Association of School Psychologists, New Orleans.

Elliott, S.N. (2000, August). Designing and using alternate assessments for students with significant disabilities. Presented to educators in the LaGrange Area Department of Special Education, LaGrange, IL.

Elliott, S.N. (2000, August). Implementing and scoring the Idaho Alternate Assessment. Presented to educators in Moscow, ID.

Elliott, S.N. (2000, September). Conducting functional assessments and designing interventions. Presented to pupil services staff in Lorain Public Schools, Lorain, OH.

Elliott, S.N. (2000, October). Improving Social skills and creating supportive environments to reduce violence at school. Presented at the Arizona Association of School Psychologists, Mesa AZ.

Elliott, S.N. (2000, October). Assessing one and all: Using testing accommodations wisely. Presented to educational leaders in Harrisburg, PA.

Elliott, S.N. (2000, December). Conducting alternate assessments using the Idaho Alternate Assessment System. Presented to educators in the Boise-Nampa area schools, Nampa, ID.

Elliott, S.N. (2000, December). Conducting alternate assessments using the Idaho Alternate Assessment System. Presented to educators in the Pocatello-Idaho Falls area schools, Pocatello, ID.

1999

Elliott, S. N. (1999, January). Testing accommodations and alternate assessment practices: Facilitating the participation of all students in statewide assessments. Presented to special education leaders and Department of Education staff, St. Petersburg, FL.

Elliott, S. N. (1999, January). Designing and implementing an alternate assessment system for students with severe disabilities. Presented to educators in Kane County Educational Center, Mooseheart, IL.

- Elliott, S.N. (1999, January). Assessing all students: Testing accommodations and alternate assessments. Presented to educators from West Allis and Franklin, WI public schools, West Allis, WI.
- Elliott, S.N. (1999, February). Facilitating the participation of all students in the WSAS. Presented to the Special Education staff of the Sheboygan Public Schools, Sheboygan, WI.
- Elliott, S. N. (1999, February). High standards for all students: IDEA '97 and the inclusion of students with disabilities in the WSAS. Presented to the Special Education staff of the West Bend Public Schools, West Bend, WI.
- Elliott, S.N. (1999, March). Assessing all students: Testing accommodations and alternate assessments. Presented to educators from CESA #5 area schools, Wisconsin Dells, WI.
- Elliott, S. N. (1999, March). Testing accommodations and alternate assessment for students with disabilities. Presented to the CESA #1 Spring Institute on Educational Assessment, Eau Claire, WI.
- Elliott, S.N. (1999, April). Using the Assessment Accommodations Checklist: Selecting and documenting testing accommodations for students with disabilities. Presented as a mini-skills workshop at the annual convention of the Council for Exceptional Children, Charlotte, NC.
- Elliott, S.N. (1999, June). Using testing accommodations wisely. Presented to the Special Education Assessment Leadership Team, Indiana Division of Special Education, Department of Education, Indianapolis, IN.
- Elliott, S.N. (1999, June). Educational accountability for all students: Testing accommodations and alternate assessment methods. Presented to educational leaders from across the state as part of CESA #1 Grant Project, Milwaukee, WI.
- Elliott, S.N. (1999, October). Designing and scoring alternate assessments. Presented to educators in CESA #11, Turtle Lake, WI.
- Elliott, S.N. (1999, October). Facilitating the participation of all students in statewide and district assessments. Presented at the Quality Schools Conference, Ashland, WI.
- Elliott, S. N. (1999, November). Assessment for interventions with social and academic problems. Presented at the Ohio School Psychologists Association, Columbus, OH.
- Elliott, S.N. (1999, November). Testing accommodations and alternate assessments for students with disabilities. Presented as part of a Statewide Assessment Project, Wisconsin Dells, WI.

1998

- Elliott, S. N. (1998, January). Alternative assessment methods: Monitoring educational progress and designing instructional interventions. Presented to pupil personnel support staff, AEA 13, Council Bluffs, IA.

- Elliott, S. N. (1998, February). Educational assessment and accountability for all students: High standards, testing accommodations, and accountability. Presented to educators in the CESA#1 Student Assessment Project, West Allis, WI.
- Elliott, S. N. (1998, February). Educational accountability for all students: High standards, assessment, and testing accommodations. Presented to educators in CESA#9 Assessment Center, Wausau, WI.
- Elliott, S. N. (1998, February). Using intervention-based assessments: Case illustrations. Presented to educators from Livingston Co. Special Services Unit, Bloomington, IL.
- Elliott, S. N. (1998, February). Intervention-based assessments. Presented to school psychologists in the Lincoln Way Special Education Regional Resource Area, Dellroy, OH.
- Elliott, S. N. (1998, March). Performance assessment fundamentals. Presented to Baraboo and Reedsburg teachers, UW-Baraboo, Baraboo, WI.
- Elliott, S. N. (1998, March). Intervention-based assessments for academic and social problems. Presented to pupil personnel staff, AEA 13, Council Bluffs, IA.
- Elliott, S. N. (1998, June). Designing alternate assessment: Writing and assessing performance indicators. Co-facilitated a workshop for the WI Dept. of Public Instruction, Madison, WI.
- Elliott, S. N. (1998, June). Testing accommodations and alternate assessments for students with disabilities. Presented at CESA #9 Assessment Academy, Wausau, WI.
- Elliott, S. N. (1998, June). Testing accommodations: Law, policy, and best practices with students with disabilities. Presented at CESA #1 Summer Institute, Madison, WI.
- Elliott, S. N. (1998, July). Designing evaluations of school-wide social skills programs. Presented at the annual Responsive Leadership Forum, Greenfield, MA.
- Elliott, S. N. (1998, July). Performance-based assessment. Presented at the Summer Institute on Advances in Assessment, Lehigh University, Bethlehem, PA.
- Elliott, S. N. (1998, August). Educational accountability of all students: Testing accommodations and alternate assessments. Presented at the Wisconsin Assessment Institute, Appleton, WI.
- Elliott, S. N. (1998, August). Designing alternate assessments. Presented to educators in CESA #3, Fennimore, WI.
- Elliott, S. N. (1998, September). Using alternative assessments with APIs to monitor progress of students with severe disabilities. Presented to educators in CESA #3, Fennimore, WI.
- Elliott, S. N. (1998, September). Assessing all students: The use of testing accommodations and alternate assessments in a statewide assessment system. Presented to educators in CESA #11 and #12, Turtle Lake, WI.
- Elliott, S. N. (1998, September). Implementing testing accommodations and alternate assessments. Presented to educators in CESA #3, Fennimore, WI.

- Elliott, S. N. (1998, October). Assessment for intervention. Presented to the psychologists and educators, St. Charles (IL) Public Schools, Mooseheart, IL.
- Elliott, S. N. (1998, October). Evaluating the effects of schooling on the social and academic behaviors of all students. Presented to the Research Committee, Mt. Prospect Public Schools, Mt. Prospect, IL.
- Elliott, S. N. (1998, October). Designing and implementing alternate assessments for students with severe disabilities. Presented to educators in CESA #11, Turtle Lake, WI.
- Elliott, S. N. (1998, October). Designing and implementing alternate assessments for students with severe disabilities. Presented to educators in CESA #12, Hayward, WI.
- Elliott, S. N. (1998, November). Prereferral assessment and intervention with at-risk students. Presented to the members of the Saskatchewan Educational Psychologist Association, Saskatoon, Saskatchewan, Canada.
- Elliott, S. N. (1998, November). Testing accommodations and alternate assessments: Increasing the participation of all students in the state's accountability system. Presented to educators in CESA #16, Oshkosh, WI.
- Elliott, S. N. (1998, November). Testing accommodations and alternate assessments: Increasing the participation of all students in the state's accountability system. Presented to educators from the Hartford Union High School, Hartford, WI.
- Elliott, S. N. (1998, November). High standards for all students: Testing accommodations and alternate assessments. Presented as part of CESA #1 Assessment Project, Green Bay, WI.

1997

- Elliott, S. N. (1997, January). Performance assessment: Introduction and potential uses with middle school students. Presented to teachers at Cherokee Middle School, Madison, WI.
- Elliott, S. N. (1997, January). Testing accommodations for students with disabilities. Presented to teachers and support staff at LaFollette High School, Madison, WI.
- Elliott, S. N. (1997, February). Designing performance assessments. Presented to teachers at Sun Prairie Schools, Sun Prairie, WI.
- Elliott, S. N. (1997, July). Evaluating school climate. Presented to educators at the Responsive Leadership Forum, Greenfield, MA.
- Elliott, S. N. (1997, September). Assessing person-environment fit: Making decisions about special education services. Presented to educators from Livingston Co. Special Services Unit, Bloomington, IL.
- Elliott, S. N. (1997, November). Designing and evaluating classroom interventions. Presented to educators from Livingston Co. Special Services Unit, Bloomington, IL.

1996

- Elliott, S. N. (1996, March). Educational assessment: Academic outcomes, evaluation criteria, and communicating results. Madison Education Extension Program, Madison, WI.
- Elliott, S. N. (1996, March). Fundamentals of alternative educational assessment: Outcomes, criteria, and standards. Present to K-12 teachers in Greendale Schools, Greendale, WI.
- Elliott, S. N. (1996, March). Designing performance assessments. Presented to K-12 educators in Sun Prairie Public Schools, Sun Prairie, WI.
- Elliott, S. N. (1996, April). Performance assessment: Fundamentals and examples. Presented to teachers in the Sun Prairie Schools, Sun Prairie, WI.
- Elliott, S. N. (1996, May). Performance assessment in mathematics. Presented to teachers and support personnel in the Madison Metropolitan Schools, Madison, WI.
- Elliott, S. N. (1996, June). Performance assessment in mathematics. Presented to teachers and support personnel in the Madison Metropolitan Schools, Madison, WI.
- Elliott, S. N. (1996, July). Evaluating schoolwide social skills programs. Presented to educational administrators at the Response Leadership Forum, Northeast Foundation for Children, Greenfield, MA.
- Elliott, S. N. (1996, October). Helping teachers design and implement performance assessments. Presented to support personnel in the Madison Metropolitan School District, Madison, WI.
- Elliott, S. N. (1996, December). Designing performance assessments for all students. O'Keefe Middle School teachers, Madison, WI.
- Elliott, S. N., Malecki, C. K., & Gilbertson, A. (1996, November). Performance assessment and students with disabilities: High standards, testing accommodations, and educational accountability. Madison Education Extension Program, University of Wisconsin, Madison.

1995

- Elliott, S. N. (1995, January). System-wide outcomes and their assessment. Presented to the Menomonie Public Schools Administrative Team, Menomonie, WI.
- Elliott, S. N. (1995, January). Performance assessment and high standards for all students. Three-day workshop for teachers at Coral Springs Middle School, Coral Springs, FL.
- Elliott, S. N. (1995, March). Performance and portfolio assessments as part of school learning. Presented to EP745 students and Monona Grove teachers, at the University Wisconsin, Madison, WI.
- Elliott, S. N. (1995 July). Evaluating classwide and schoolwide social skills programs. Presented as part of the Responsive Schools Leadership Forum at the Northeast Foundation for Children, Greenfield, MA.

Elliott, S. N. (1995, July). Conceptualizing, implementing, and evaluating school-based interventions. Presented at the Rhode Island School Psychologists Association Summer Institute, Newport, RI.

Elliott, S. N. (1995, August). Performance assessment in the K-12 science curriculum. Presented to science teachers in the Stoughton Public Schools, Stoughton, WI.

Elliott, S. N. (1995, October). Performance and portfolio assessments in your classroom. Presented to teachers in the Sun Prairie Schools, Sun Prairie, WI.

1994

Elliott, S. N. (1994, January). Designing assessments to measure educational outcomes. CESA #6, Oshkosh, WI.

Elliott, S. N. (1994, January). Problem conceptualization and treatment planning. Conneaut Public Schools, Conneaut, OH.

Elliott, S. N. (1994, February). Treatment implementation and progress monitoring. Conneaut Public Schools, Conneaut, OH.

Elliott, S. N. (1994, February). Authentic/performance assessment in the classroom. Madison Education Extension Program, Madison, WI.

Elliott, S. N. (1994, February). Alternative assessment in the classroom: Methods and implications for school psychology. Illinois School Psychology Association, Decatur, IL.

Elliott, S. N. (1994, March). Performance and portfolio assessment methods. Waunakee Public Schools, Waunakee, WI.

Elliott, S. N., Sladeczek, I. E., & Kratochwill, T. R. (1994, March). Implementing conjoint consultation with manual-based interventions for preschoolers exhibiting externalizing problems. National Association of School Psychologists Annual Meeting, Seattle, WA.

Elliott, S. N. (1994, September). Prereferral assessment for intervention. Northeastern Ohio Special Education Resource Center, Warren, OH.

Elliott, S. N. (1994, September). Prereferral assessment for intervention. Southeastern Ohio Special Education Resource Center, New Lexington, OH.

Elliott, S. N. (1994, October). Intervention design and progress monitoring. Northeastern Ohio Special Education Resource Center, Warren, OH.

Elliott, S. N. (1994, October). Interventions for academic and behavior problems. Southeastern Ohio Special Education Resource Center, Athens, OH.

Elliott, S. N. (1994, October). Alternative assessment methods. Cuyahoga Falls Public Schools, Cuyahoga, OH.

Elliott, S. N. (1994, November). Educational assessment in the elementary school: Academic outcomes, evaluation criteria, and communicating results. Madison Education Extension Program, Madison, WI.

Elliott, S. N. (1994, December). Educational assessment in the middle and high schools: Academic outcomes, evaluation criteria, and communicating results. Madison Education Extension Program, Madison, WI.

1993

Elliott, S. N. (1993, February). Authentic/performance assessment in the classroom. Presented to educators in CESA #2, Stoughton, WI.

Elliott, S. N. (1993, March). Prereferral assessment for intervention. Presented at the Regional Inservice for the RSDC, Racine, WI.

Elliott, S. N. (1993, March). Prereferral assessment for intervention. Presented to educators in the Union Grove Schools, Union Grove, WI.

Elliott, S. N. (1993, April). Assessing outcomes of schooling. Presented to educators in the Sun Prairie Schools, Sun Prairie, WI.

Elliott, S. N. (1993, April). Authentic/performance-based assessments: Methods and system-wide implementation procedures. Presented as a 6-hour advanced professional workshop at the annual convention of the National Association of School Psychologists, Washington, D.C.

Busse, R. T., Elliott, S. N., & Kratochwill, T. R. (1993, April). Training behavioral consultants: Theory, methods, and outcomes. Presented at the Annual Convention of the National Association of School Psychologists, Washington, D.C.

Elliott, S. N., & Busse, R. T. (1993, April). Prereferral assessment and the design of classroom interventions. Presented as a mini-skills workshop at the Annual Convention of the National Association of School Psychologists, Washington, D.C.

Elliott, S. N. (1993, May). Assessment and the restructuring of education. Presented at the Wisconsin Gifted Educators Association, Madison, WI.

Elliott, S. N. (1993, September). Alternative assessment practices in the classroom. Lincoln Way Special Education Regional Resource Center, Louisville, OH.

Elliott, S. N. (1993, September). Performance assessment tactics and implementation practices. Northeast Ohio Special Education Regional Resource Center, Warren, OH.

Elliott, S. N. (1993, September). Prereferral assessment for intervention. Heartland Area Education Agency, Des Moines, IA.

Elliott, S. N. (1993, September). Authentic/performance assessment: Fundamental strategies and implementation methods. Area Education Agency #7, Cedar Falls & Waterloo, IA.

- Elliott, S. N. (1993, October). Assessment for intervention design and evaluation. Arizona School Psychology Association, Phoenix, AZ.
- Elliott, S. N. (1993, October). Performance assessment in the classroom: Roles and issues for school psychologists. Arizona School Psychology Association, Phoenix, AZ.
- Elliott, S. N. (1993, October). Social skills assessment: Rating scale and observation methods. District of Columbia Public Schools, Washington, D.C.
- Elliott, S. N. (1993, October). Performance assessment: Dogma, data, and technical issues. New York School Psychology Association, Islip, NY.
- Elliott, S. N. (1993, November). Authentic/Performance assessment. Madison Education Extension Program, Madison, WI.
- Elliott, S. N. (1993, November). Assessment as communication. Cambridge Public Schools, Cambridge, WI.
- Elliott, S. N. (1993, December). Performance assessment in the middle school. Lake County Educational Center, Grayslake, IL.
- Elliott, S. N. (1993, January). Using portfolios to document students' academic progress. Presented to teachers in Monona Grove Schools, Monona Grove, WI.
- Elliott, S. N., & Busse, R. T. (1993, June). Parents involvement in prereferral interventions. Presented at the Upper Midwest School Psychology Summer Institute, Madison, WI.
- 1992**
- Elliott, S. N. (1992, February). Interventions: From conceptualization to evaluation. Presented at the Illinois School Psychology Associations' Writer Conference, Decatur, IL.
- Elliott, S. N. (1992, February). Authentic assessment: K-12 strategies and implementation. Presented for the UW-Madison Education Extension, Madison, WI.
- Elliott, S. N., Bischoff, J., Varner, D., Buerger, E., & Christenson, L. (1992, March). Designing and implementing performance assessment methods. Presented for the UW-Madison Education Extension, Madison, WI.
- Elliott, S. N. (1992, April). Prereferral assessment and intervention strategies for behavior and academic problems. Presented for the UW-Madison Education Extension, Madison, WI.
- Elliott, S. N. (1992, April). Prereferral assessment for intervention. Presented for CESA #2, Stoughton, WI.
- Elliott, S. N. (1992, May). Authentic assessment fundamentals. Presented to teachers of the Dodgeland Public Schools, Juneau, WI.
- Elliott, S. N. (1992, May). Social skills assessment and intervention. Presented for the Ohio School Psychologists Association, Cleveland, OH.

- Elliott, S. N. (1992, August). Prereferral assessment and the delivery of interventions. Presented to the Ft. Worth Public Schools' Psychological Services Staff, Ft. Worth, TX.
- Elliott, S. N. (1992, September). Authentic assessment: Basic concepts and issues for teachers. Presented to Instructional staff of the Evansville (WI) Public Schools, Evansville, WI.
- Elliott, S. N. (1992, September). Authentic assessment: Development and implementation. Presented to educators from Lake Mills, Waterloo, and Johnson Creek (WI) Public Schools, Lake Mills, WI.
- Elliott, S. N. (1992, October). Prereferral assessment and intervention. Presented for educators from CESA #2, Stoughton, WI.
- Elliott, S. N. (1992, October). Authentic assessment: System-wide implementation issues. Presented to instructional staff of the Evansville (WI) Public Schools, Evansville, WI.
- Elliott, S. N. (1992, October). Performance assessment and the practice of school psychology. Presented at the Fall Conference of the Virginia Academy of School Psychologists, Richmond, VA.
- Elliott, S. N. (1992, November). Authentic assessment: From planning to implementation. Presented for the UW-Madison Education Extension Program, Madison, WI.
- Elliott, S. N. (1992, November). Fundamentals of performance assessment. Presented to Monroe Public School teachers, Monroe, WI.
- Elliott, S. N. (1992, November). Performance and portfolio assessment. Presented to River Valley Public School teachers, Spring Green, WI.
- Elliott, S. N. (1992, December). Trends in the assessment of children's academic performance. Presented to Middleton-Cross Plains teachers, Middleton, WI.
- Elliott, S. N. (1992, December). Prereferral assessment methods for elementary school children. Presented to teachers of the Port Washington Public Schools, Port Washington, WI.
- Elliott, S. N. (1992, December). Linking performance assessments to practical outcomes. Presented to the Outcomes Study Group of Sun Prairie Schools, Sun Prairie, WI.

1991

- Elliott, S. N. (1991, January). Social skills assessment and intervention for learning disabled children. Invited by the Canadian Ministry of Education, The Robarts School, London, Ontario, Canada.
- Elliott, S. N. (1991, September). Using rating scales and sociometrics to select children for social skills interventions. Presented for the Northeast Foundation for Children, West Haven, CT.
- Elliott, S. N. (1991, October-November). Prereferral assessment for intervention. Presented at the Illinois School Psychology Associations' Fall Regional Meetings, Mt. Vernon, Bloomington, Lisle, and Lombard, IL.

Elliott, S. N. (1991, October). Social skills treatment planning and evaluation. Presented to the Michigan Association of Learning Disability Educators. Boyne Mountain, MI.

Elliott, S. N. (1991, October). Prereferral assessment and intervention planning. Presented for the Louisiana School Psychologists Association, Baton Rouge, LA.

1990

Elliott, S. N. (1990, January). Group interventions for mainstreamed handicapped students. Presented to the Psychology and Social Work staff of Oakland Public Schools, Bloomfield Hills, MI.

Elliott, S. N. (1990, February). Conceptualize and implementing effective interventions for social and academic problems. Presented to the School Psychologists for Bettendorf and Davenport (Iowa), Bettendorf, IA.

Elliott, S. N. (1990, February). Group intervention for academic and behavior problems. Presented at the Central States School Psychology Conference, Tulsa, OK.

Elliott, S. N. (1990, March). Social skills assessment and intervention: The Social Skills Rating System. Presented at the Oregon School Psychology Associations' Spring Conference, Eugene, OR.

Elliott, S. N. (1990, March). Prereferral assessment and intervention tactics. Presented at the Oregon School Psychology Associations' Spring Conference, Eugene, OR.

Elliott, S. N. (1990, March). Social skills assessment and interventions: The Social Skills Rating System. Presented at the Western Pennsylvania School Psychology Association Convention, Pittsburgh, PA.

Elliott, S. N. (1990, April). Social behavior assessment and treatment planning via the SSRS. Presented for the Central Pennsylvania School Psychologists Association, Pennsylvania State University, University Park, PA.

Elliott, S. N. (1990, May). Social skills assessment and intervention: The Social Skills Rating System. Presented at the West Virginia School Psychology Association's Annual Convention, Weston, WV.

Elliott, S. N. (1990, May). Group interventions and the delivery of services to regular educators. Presented for the West Chicago School Psychology Association, Evanston, IL.

Elliott, S. N. (1990, June). Conceptualizing and implementing classroom interventions. Presented to the psychological and educational services staff of Intermediate Unit IV, Grove City, PA.

Elliott, S. N. (1990, July). Treating children at risk for social skills deficiencies. Invited workshop at the XIIth Annual International School Psychology Colloquium, Newport, RI.

Elliott, S. N. (1990, September). Social skills assessment: The SSRS research and practice. Presented at the Arizona School Psychologists Association, Tempe, AZ.

Elliott, S.N. (1990, November). Social skills assessment and intervention for children with behavior problems. Presented to the Alabama Council for Children with Behavior Disorders, Birmingham, AL.

Elliott, S. N. (1990, November). Social skills assessment practices. Presented to the Illinois Association of School Social Workers, Chicago, IL.

1989

Elliott, S. N. (1989, February). Social behavior problems: Assessment and intervention strategies for teachers. Presented to teachers in Wisconsin Heights School District, Mazomanie, WI.

Elliott, S. N., & Gettinger, M. (1989, March). Group interventions for high needs students in the regular classroom. Presented as part of Advanced Professional Training pre-convention workshops for the National Association of School Psychologists, Boston, MA.

Elliott, S. N. (1989, October). Social skills deficits: Assessing and treating young children's interpersonal behavior. Presented for Radford University and the Virginia Department of Education, Roanoke, VA.

Elliott, S. N. (1989, October). Prereferral assessment and group-based interventions for academic and behavior problems. Presented for the North Carolina School Psychology Association, Charlotte, NC.

Elliott, S. N., & Kratochwill, T. R. (1989, July). Designing and implementing interventions for academic and behavior problems. Presented as a Summer Institute for the Florida Association of School Psychologists, St. Petersburg, FL.

1988

Elliott, S. N. (1988, March). Assessment and treatment of preschoolers social skills deficits. Presented at Wisconsin Association of School Psychologists Convention, Wisconsin Dells.

Elliott, S. N. (1988, November). Social skills deficits: Assessing and treating young children's interpersonal behavior. Presented for educators and mental health professionals through Madison Education Extension Programs, University of Wisconsin, Madison, WI.

1987

Elliott, S. N. (1987, August). Social skills assessment and interventions. Presented at the Central Michigan University School Psychology Summer Institute, Mt. Pleasant, MI.

Elliott, S. N. (1987, October). Social skills assessment and treatment planning. Presented to the Montana School Psychologists Association, Helena, MT.

1984

Elliott, S. N. (1984, March). Multidisciplinary decision making and group leadership skills. Presented at the Arizona Association of School Psychologists Spring meeting, Scottsdale.

1983

Elliott, S. N. (1983, October). Multidisciplinary teams: Leadership and problem solving procedures. Presented at the Oklahoma School Psychological Association Fall convention, Oklahoma City, OK.

1982

Elliott, S. N. (1982, February). Multidisciplinary decision making: Problem-solving procedures. Funded by the Nebraska Department of Education for special educators and school psychologists in Nebraska. Lincoln, NE.

Elliott, S. N., & Witt, J. C. (1982, October). Adaptive behavior: Concepts, measurement, and issues. Funded by the Nebraska Association of School Psychologists. Presented at the Seventh Annual Midwestern Conference on Psychology in the Schools, Omaha, NE.

1981

Elliott, S. N. (1981, November). Multidisciplinary decision making: Group process and leadership considerations. Funded by the Nebraska Department of Education for special educators, and school psychologists in Nebraska. Lincoln, NE.

RECENT EDITORIAL BOARDS AND CONSULTANTSHIPS

Senior Scientist & Editorial Consultant, Journal of School Psychology, 2014-2016
Scientific Advisory Panel, School Psychology Review, 2005-2014
Editorial Board, Journal of Educational Psychology, 2014-2015
Editorial Board, Journal of Research on Educational Effectiveness, 2013-2014
Consulting Editor, Psychological Assessment, 2009-2013
Editorial Advisory Board, School Mental Health, 2009-2014
Editorial Advisory Board, Journal of Canadian School Psychology, 1990-2014
Editorial Advisory Board, Journal of Applied School Psychology, 2009-2012
Editorial Advisory Board, School Psychology Quarterly, 1984 to 2006
Editorial Advisory Board, School Psychology Review, 1983-84, 1991-94, 2001-2005
Editorial Advisory Board, Journal of School Psychology, 1984-94
Editorial Advisory Board, Journal of Psychoeducational Assessment, 1987-90
External Reviewer, Research Proposals, ETS, 2014-2015
Ad Hoc reviewer, Education and Psychological Measurement, 2008, 2009, 2010, 2011
Ad Hoc reviewer, Educational Measurement: Issues and Practices, 2007-2010, 2011, 2012
Ad Hoc reviewer, Exceptional Children, 1988-89, 1997-98, 2004-09, 2011, 2014
Ad Hoc reviewer, American Educational Research Journal, 1989, 1994, 1997, 2007
Ad Hoc reviewer, Child Development, 1990, 1993-96, 2006, 2011
Ad Hoc reviewer, Journal of Educational Psychology, 1991, 1994, 1998, 2012
Ad Hoc reviewer, Review of Educational Research, 1994, 1997, 2008, 2009, 2010, 2012
Ad Hoc reviewer, Journal of Special Education, 1994, 1997, 2006, 2011
Ad Hoc reviewer, Psychological Bulletin, 1996-97, 2006
Ad Hoc reviewer, Educational Evaluation and Policy Analysis, 1999-2005, 2012
Ad Hoc reviewer, Applied Educational Measurement, 2005-2012

RECENT COMMITTEE WORK: NATIONAL LEVEL

Director for Research & Scientific Practice, Society for the Study of School Psychology, 2010-12
Chair, AERA Program Chair, 2001-2002
Member, Senior Scientist Awards Committee, APA, 2010-2011
Member, National Research Council's - Goals 2000 and Students with Disabilities, 1995-1997.
Executive Board Member, Council of Directors of School Psychology Programs, 1990-93.
Member, Accreditation Steering Committee, American Psychological Society, 1992-93.
Member, Convention Program Committee, Div. 16, American Psychological Assoc., 1992-93.
Site Visitor, Accreditation Committee, American Psychological Association, 1985-2001.
Member, Buros Institute of Mental Measurements National Advisory Board, 1988-90.

COMMITTEE WORK: DEPARTMENT, COLLEGE, AND UNIVERSITY LEVEL

Member, Personnel Committee, Sanford School for Social & Family Dynamics (2013-15)
Chair, Senior Scientist Search Committee, Learning Sciences Institute, ASU (2010-2013)
Member, Provost's Online Learning and Technology Committee, ASU (2011-2012)
Member, Tooker Chair Search Committee, College of Engineering, ASU (2011)
Member, PhD Executive Committee, MLF Teachers College, ASU (2011-2012)
Chair, Endowed Professors Search Committee, Peabody College- Vanderbilt (2007-2009)
Member, Research Committee, Peabody College of Education - Vanderbilt (2007)
Member, Executive Committee, Peabody College of Education – Vanderbilt (2005-present)
Co-Chair, Doctoral Studies Committee for Dept. of Special Education – Vanderbilt (2004-2006)
Member, Outreach Committee – SOE UW-Madison (2002-2003)
Member, Equity and Diversity Committee- SOE UW-Madison (2001-2002)
Chair, WCER Web Team Committee - UW-Madison (2000-2003)
Co-Chair, Diversity Committee, School Psychology Program-UW-Madison (2000-02)
Member, Faculty Senate - UW-Madison (1998-2002)

CHAIR OF STUDENTS' THESES AND DISSERTATIONS

(*Winner of a Major Campus, State, or National Award)

Louisiana State University

Mary Von Brock - Thesis (December 1985); University Faculty
Lillee Clark - Dissertation (October 1986); Private Practitioner
Timothy Turco - Dissertation (June 1987); University Faculty & School Psychologist

University of Wisconsin-Madison

Donna Powless - Thesis (January 1990), Dissertation (December 1995); School Psychologist
Pamela Fenning* - Thesis (June 1990), Dissertation (December 1992); University Faculty
DeAnna McKinnie - Thesis (August 1990); School Psychologist
Patrick Nolten - Thesis (December 1991), Dissertation (August 1994); Faculty & Sch Psych
Randy T. Busse* - Thesis (March 1992), Dissertation (August 1996); University Faculty
Todd Gorges - Thesis (October 1992), Dissertation (December, 1999); School Psychologist
Mary Beth Kanard - Thesis (August 1993); School Psychologist

Sherry Robertson-Mjaanes - Thesis (September 1993), Dissertation (May, 1999); Sch Psych
 Rose Marie Firle - Thesis (November 1993); School Psychologist
 Sara Anderson Ousdigian - Thesis (March 1994), Dissertation (September 2000); Sch Psych
 Michelle Kilpatrick Demaray - Thesis (August 1994), Dissertation (February 1998); Faculty
 Caroline Racine* - Thesis (September 1994); School Psychologist
 Stacey Ruffalo - Thesis (September 1994); Psychologist
 Amy Olson - Thesis (August 1995); School Psychologist
 Christine Malecki* - Thesis (May 1995), Dissertation (October 1997); University Faculty
 Eva Kubinski - Thesis (December 1996); State Department of Education
 Aleta Gilbertson Schulte* - Thesis (June 1997), Dissertation (June 2000); School Psychologist
 James DiPerna* - Thesis (June 1997), Dissertation (June 1999); University Faculty
 Kathy Lepage - Dissertation (May 1998); School Psychologist
 Brian McKeivitt* - Thesis (May 1998), Dissertation (August 2001); University Faculty
 Michelle Montgomery - Dissertation (October 1998); University Faculty
 William Seymour - Dissertation (July 1999); School Psychologist
 Ann Marquart*- Dissertation (July 2000); University Faculty
 Andy Mroch – Thesis (May 2002) – Psychometrician National Testing Company
 Ryan J. Kettler*– Thesis (September 2002), Dissertation (August 2005), University Faculty
 Andrew Roach* – Thesis (October 2002), Dissertation (December 2004), University Faculty
 Bradley Niebling* – Thesis (November 2002), Dissertation (July 2004), Dept. of Education
 Nan Huai – Thesis (May 2003), Dissertation (November 2004), Autism Agency
 Sylvia Lang* – Thesis (July 2003), Dissertation (April 2005), School Psychologist
 Deitra Gibson – Thesis (August 2003), Dissertation (August 2005), School Psychologist
 Elizabeth Feldman – Thesis (November 2004) – Research Assistant Professor
 Jason Hurwitz – Thesis (December 2004) – Research Assistant Professor
 Corey Ray – Thesis (April 2005) – Research Assistant Professor
 Elizabeth Witter Freeman – Thesis (September 2005) – Educational Entrepreneur

Vanderbilt University

Alexander Kurz* - Thesis (May 2007), Dissertation (December 2011) – Research Professor
 Kerry Woods (University of Melbourne) – Dissertation 2010
 Peter Beddow** - Dissertation (January 2011) – Behavior Therapist & Adjunct Professor
 Jennifer R. Frey*- Dissertation (March 2012) – University Faculty

RECENT CONSULTANCIES & ADVISORY BOARDS

Consultant to Carthy Foundation (Alberta, Canada) - 2014
 Australian Catholic University, Professorial Fellow for Research, 2013-2015
 ETS, Executive Committee for Survey Assessment Innovations Lab, 2013-2018
 CCSSO, Task Force on Assessment and Students with Disabilities, 2013-2014
 New Markets Venture Partners, Education Advisory, 2011-2014
 ETS Visiting Panel on Research, 2010-2015
 Assessment Expert Reviewer, United States Department of Education, 2008, 2009
 Consultant and Technical Advisor, Arizona Department of Education, 2006-2007

Consultant and Technical Advisor, Iowa Department of Education, 2006-2007
Technical Advisory Committee member, South Dakota Student Assessment System, 2006-2007
Consultant and Technical Advisor, Wisconsin Department of Public Instruction, 2006-2007
Special Populations Assessment Advisor, ThinkLink Learning, 2005-2007
Consultant & Technical Advisor, National Alternate Assessment Study, SRI & USDOE 2005-07
Consultant & Technical Advisor, NAEP Technical Work Group, USDOE 2005-07
Board Member, Center for Promoting Research to Practice, Lehigh University, 2005-2008
Board Member, Center for Children, Youth, Families & Schools, Univ. Nebraska, 2004-2010
Consultant, Hawaii Department of Education, 2004-2006
Consultant, Mississippi Department of Education, 2004-2007
Consultant, Wisconsin Department of Public Instruction, Title I Review response, 2001-2004
Consultant, Idaho Department of Education, Committee on Alternate Assessment, 2000-2008
Consultant, CTB/McGraw-Hill, Test Development division, 1998-2000.
Consultant, American Institutes of Research - Palo Alto, testing accommodations, 1997-98.
Consultant to National Center on Education Outcomes, University of Minnesota, 1996, 2012.
Consultant to U.S. Office of Technology Innovation, 1992-94.
Consultant to American Psychological Society to develop accreditation guidelines for graduate programs in applied psychology, Fall/Spring, 1992-93.
Consultant to Northeast Foundation for Children, 1991-92, 1995-96, 1997-1998.

PROFESSIONAL AFFILIATIONS

American Educational Research Association, Fellow
American Psychological Association, Fellow Divisions 5, 15, 16, 37, Member Division 26 & 52
Council for Exceptional Children
National Council on Measurement in Education

LICENSURE/CERTIFICATION

Psychologist, State of Wisconsin, Department of Regulation and Licensing, License #1723
Psychologist, State of Louisiana, Board of Examiners of Psychologists, License #459 (inactive)
Psychologist, State of Nebraska, Bureau of Examining Boards, License #326 (inactive)
School Psychologist, Arizona Department of Education (inactive)
School Psychologist 62, Wisconsin Department of Public Instruction (License #430378523558)

REFERENCES

- Dr. Jeffrey P. Braden, Dean, College of Humanities & Sciences, North Carolina State University, Raleigh, NC 27695-7801
- Dr. Rick Fabes, Dee & John Whiteman Distinguished Professor, T. Denny Sanford School of Social and Family Dynamics , Arizona State University, Tempe, Arizona, 85287-2111
- Dr. Frank M. Gresham, Distinguished Professor, Department of Psychology, Louisiana State University, Baton Rouge, LA 70803
- Dr. Thomas R. Kratochwill, Distinguished Professor and Director, School Psychology Program, Department of Educational Psychology, University of Wisconsin, Madison, WI 53706
- Dr. Barbara S. Plake, Professor Emeritus and Former Director, Buros Institute of Mental Measurements, University of Nebraska-Lincoln, Lincoln, NE 68588
- Dr. Daniel J. Reschly, Professor Emeritus, Department of Special Education, Peabody College, Vanderbilt University, Nashville, TN 37203-5701
- Dr. Susan M. Sheridan, Distinguished Professor; Department of Educational Psychology and Director of Nebraska Center for Research on Children, Youth, Families and Schools, University of Nebraska, Lincoln, NE 68588-0235

Curriculum Vitae

January 2015

William P. Erchul, PhD, ABPP

Research Professor
T. Denny Sanford School of Social and Family Dynamics
College of Liberal Arts and Sciences
Arizona State University, USA
P. O. Box 873701, 308L Payne Hall
Tempe, AZ 85287-3701
William.Erchul@asu.edu , william_erchul@ncsu.edu
https://www.researchgate.net/profile/William_Erchul
919.906.7787 (mobile)
480.965.6978 (SSFD main office)
480.965.6779 (fax)

Education

- PhD University of Texas at Austin, Austin, TX, December 1984
An Educational Psychology major with a specialization in School Psychology (APA-accredited doctoral training).
Dissertation Advisor: Martin L. Tombari, PhD
- BA University of Wisconsin-Madison, Madison, WI, May 1979
A UW Honors Program graduate with majors in Psychology and Communication Arts.
Thesis Advisor: Willard R. Thurlow, PhD

Current Professional Credentials

Licensed Psychologist, State of North Carolina (#1260)
Certified Health Service Provider Psychologist (HSP-P), State of North Carolina
Licensed School Psychologist Level III (Doctoral), State of North Carolina
Board Certified in School Psychology, American Board of Professional Psychology (ABPP)

Major Awards

- 2011 Outstanding Service Award, presented by the American Board of Professional Psychology in recognition of outstanding contributions to ABPP board certification
- 2007 Elected Member, Society for the Study of School Psychology
- 2002 Elected Fellow, American Academy of School Psychology
- 1998 Outstanding Faculty Research Award, College of Education and Psychology, North Carolina State University
- 1995 Elected Fellow, American Psychological Association

- 1991 Lightner Witmer Award, presented by the Division of School Psychology of the American Psychological Association in recognition of early career research contributions to the field of school psychology
- 1991 Excellence in Staff Development Award, presented by the North Carolina School Psychology Association in recognition of efforts to provide continuing education to school psychologists within North Carolina

Major Professional Service and Leadership Activities

- 1/12 to 12/14 President-Elect/President/Past President, Society for the Study of School Psychology (a non-profit private foundation having the unique mission of financially supporting research activities in school psychology)
- 7/87 to 6/04; 7/11 to 6/14 Director of School Psychology Training Program, Department of Psychology, North Carolina State University, Raleigh, NC (PhD training program accredited by the American Psychological Association and National Association of School Psychologists)
- 1/07 to 12/09 President-Elect/President/Past President, American Academy of School Psychology (an organization overseeing the practice of school psychology at its highest level of credentialing: board certification by ABPP)
- 10/99 to 12/01 Vice President of Publications, Communications, and Convention Affairs, Division 16 (School Psychology) of the American Psychological Association

Professional Positions

- 7/14 to present Professor Emeritus, Department of Psychology, College of Humanities and Social Science, North Carolina State University, Raleigh, NC
- 6/14 to present Research Professor, T. Denny Sanford School of Social and Family Dynamics, Arizona State University, Tempe, AZ
- 1/14 to present Affiliated Researcher, T. Denny Sanford School of Social and Family Dynamics, Collaborative for Student Assessment and Educational Improvement Research, Arizona State University, Tempe, AZ
- 7/96 to 6/14 Professor, Department of Psychology, North Carolina State University, Raleigh, NC
- 9/12 to 7/13 National Affiliated Researcher, Learning Sciences Institute, Arizona State University, Tempe, AZ
- 1/08 Profesor Visitante, Escuela de Graduados, Facultad de Ciencias Sociales, Departamento de Psicología, Universidad de Concepción, Concepción, Chile
- 8/90 to 6/96 Associate Professor, Department of Psychology, North Carolina State University

8/92 to 1/93	Visiting Associate Professor, School of Education, School Psychology Program, University of North Carolina, Chapel Hill, NC
8/84 to 7/90	Assistant Professor, Department of Psychology, North Carolina State University
1/84 to 5/84	Visiting Instructor, Department of Psychology, North Carolina State University
9/83 to 8/84	Predoctoral Intern in Psychology. Orange County (NC) Schools; NC Memorial Hospital (Chapel Hill, NC); and Orange-Person-Chatham Mental Health Center (Hillsborough, NC)
3/83 to 5/84	Research Associate, Human Interaction Research Institute, Los Angeles, CA
9/81 to 1/83	Assistant Instructor, Department of Educational Psychology, University of Texas at Austin
5/80 to 6/80	Research Assistant, Department of Educational Psychology, University of Texas at Austin
8/76 to 5/79	Research Assistant, Department of Psychology, University of Wisconsin-Madison

Areas of Professional Interest

- Psychological Consultation: Models of behavioral, conjoint behavioral, mental health, and organization development consultation applied primarily in educational settings
- Social/Interpersonal Influence: Social power base (person perception) and relational communication (face-to-face message exchange) theoretical/conceptual perspectives
- The intersection of psychological consultation and social influence (e.g., increasing an intervention agent's adherence to treatment components through the application of social influence strategies)
- Early Literacy Development (e.g., helping children to read proficiently by age 8/end of third grade using Assessment-to-Instruction and Individualizing Student Instruction systems)

Publications

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Erchul, W. P. (1984). A relational communication analysis of control in the consultant-consultee dyad across three interviews. Unpublished doctoral dissertation, University of Texas at Austin.

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- Erchul, W. P. (Ed.) (2008, Fall). Newsletter of the American Academy of School Psychology, 5, 1-3.
- Erchul, W. P., & Pelletier, S. F. (2009, Winter). Board and Academy news: The American Academy of School Psychology. The Specialist, 28 (1), 19.
- Erchul, W. P., Schulte, A. C., & Sabourin Ward, C. (2011, September). Flawed analyses and old data are misleading. NASP Communique, 40 (1), 4.

International, National, and Regional Paper, Poster, and Panel Discussion Presentations

- Thurlow, W. R., & Erchul, W. P. (1977, July). Judged similarity in pitch of octave multiples. Paper presented at the IRCAM/GALF Symposium on Musical Acoustics, Paris, France.
- Erchul, W. P. (1979, April). Two types of auditory continuity effects: A study using skilled listeners. Paper presented at the University of Wisconsin Psychology Department Annual Undergraduate Research Symposium, Madison, WI.
- Erchul, W. P., & Gallessich, J. (1981, April). Decision-making in consultation. Paper presented at the meeting of the National Association of School Psychologists, Houston, TX.
- Erchul, W. P. (1985, April). Bateson's theory of schismogenesis and its application to consultation. Paper presented at the meeting of the National Association of School Psychologists, Las Vegas, NV.
- Erchul, W. P., & Carruthers, W. L. (1985, April). Organizational school psychology: A force analysis. Paper presented at the meeting of the National Association of School Psychologists, Las Vegas, NV.
- Erchul, W. P., Stacey, D. C., & Atwood, C. W. (1985, April). Selection of predictors of ability-achievement discrepancies in school children. Paper presented at the meeting of the Southwestern Psychological Association, Austin, TX.
- Erchul, W. P. (1985, August). A relational communication analysis of control in school consultation. Poster presented at the meeting of the American Psychological Association, Los Angeles, CA.
- Erchul, W. P. (1986, April). Toward the operationalization of collaborative consultation. In J. Howard (Chair), Collaborative consultation: Considerations and constraints. Symposium presented at the meeting of the National Association of School Psychologists, Hollywood, FL.

- Dombalis, A. O., & Erchul, W. P. (1986, April). Multiple family group therapy: A review and discussion of its applicability to the practice of school psychology. In W. P. Erchul (Chair), Family intervention: Three models for school psychology practice. Symposium presented at the meeting of the National Association of School Psychologists, Hollywood, FL.
- Turner, B. D., & Erchul, W. P. (1986, April). Considerations in assessment of the visually handicapped. Paper presented at the meeting of the National Association of School Psychologists, Hollywood, FL.
- Turner, B. D., & Erchul, W. P. (1987, February). The psychoeducational assessment of visually handicapped children. Paper presented at the NCPA/NCSPA Joint Legislative Reception, Conference, and Institutes, Raleigh, NC.
- Bernard, J. A., & Erchul, W. P. (1987, March). Direct vs. indirect service delivery: Evidence of a paradigm shift? Paper presented at the meeting of the National Association of School Psychologists, New Orleans, LA.
- Turner, B. D., & Erchul, W. P. (1987, March). Interventions for the visually impaired. Paper presented at the meeting of the National Association of School Psychologists, New Orleans, LA.
- Erchul, W. P., Smith Scott, S., & Dombalis, A. O. (1987, August). A national survey of students' perceptions of doctoral training in school psychology. Poster presented at the meeting of the American Psychological Association, New York, NY.
- Erchul, W. P., Smith Scott, S., & Dombalis, A. O. (1987, October). A national survey of beginning doctoral students' perceptions of training in school psychology. Poster presented at the Fall conference of the North Carolina School Psychology Association, Asheville, NC.
- Witt, J. C., Erchul, W. P., Pardue, M., McKee, W. T., & Fitzmaurice, C. (1988, August). Quantification of interpersonal interactions in school-based consultation: A molecular analysis. In H. M. Knoff (Chair), Integrating consultation research and practice: Innovations, applications, and future research. Symposium presented at the meeting of the American Psychological Association, Atlanta, GA.
- Herring, R. D., & Erchul, W. P. (1988, August). The applicability of Olson's Circumplex Model to Native American families. Poster presented at the meeting of the American Psychological Association, Atlanta, GA.
- Turner, B. D., & Erchul, W. P. (1989, March). Assessment of written language: A review and best practices. Paper presented at the meeting of the National Association of School Psychologists, Boston, MA.
- Erchul, W. P. (1989, March). The application of relational communication to the study of consultation. In J. J. Kramer (Chair), Consultant/teacher/parent/child: A new look at old problems. Symposium presented at the meeting of the National Association of School Psychologists, Boston, MA.
- Erchul, W. P., & Chewing, T. G. (1989, August). Behavioral consultation from a request-centered relational communication perspective. Poster presented at the meeting of the American Psychological Association, New Orleans, LA.

- Erchul, W. P., & Whiteside, R. R. (1989, August). Development of the Test of Adolescent Social Skills Knowledge (TASSK). Poster presented at the meeting of the American Psychological Association, New Orleans, LA.
- Erchul, W. P., & Whiteside, R. R. (1990, April). Assessing social skills: The Test of Adolescent Social Skills Knowledge. Paper presented at the meeting of the National Association of School Psychologists, San Francisco, CA.
- Erchul, W. P., Hughes, J. N., Meyers, J., Hickman, J. A., & Braden, J. P. (1991, August). Dyadic agreement concerning the consultation process and its relationship to outcome. Poster presented at the meeting of the American Psychological Association, San Francisco, CA.
- Erchul, W. P. (1992, March). Coding behavioral consultation interviews using relational communication coding schemes. In W. P. Erchul (Chair), More than words: Studying what we say in consultation. Symposium presented at the meeting of the National Association of School Psychologists, Nashville, TN.
- Johnson, C. A., & Erchul, W. P. (1992, March). Applying a request-centered relational coding system to study behavioral consultation. In W. P. Erchul (Chair), More than words: Studying what we say in consultation. Symposium presented at the meeting of the National Association of School Psychologists, Nashville, TN.
- Erchul, W. P., Covington, C. G., Hughes, J. N., & Meyers, J. (1993, August). Request-centered relational communication within school consultation: Replication and expansion. Poster presented at the meeting of the American Psychological Association, Toronto, Ontario, Canada.
- Erchul, W. P., & Myers, L. W. (1996, March). Some misguided assumptions underlying the practice of school consultation. In T. S. Watson (Chair), Developing quality interventions: Acceptability, integrity, and outcome issues. Symposium presented at the meeting of the National Association of School Psychologists, Atlanta, GA.
- Erchul, W. P., Sheridan, S. M., Ryan, D. A., Grissom, P. F., Killough, C. E., & Mettler, D. W. (1997, August). Patterns of relational communication in conjoint behavioral consultation. Poster presented at the meeting of the American Psychological Association, Chicago, IL.
- Myers, L. W., Haskett, M. E., & Erchul, W. P. (1998, August). Conjoint behavioral consultation with young children having disruptive behaviors. Poster presented at the meeting of the American Psychological Association, San Francisco, CA.
- Erchul, W. P., Raven, B. H., & Ray, A. G. (1998, September). School psychologists' perceptions of social power bases in teacher consultation. Poster presented at the Fall Conference of the North Carolina School Psychology Association, Winston-Salem, NC.
- Erchul, W. P., Raven, B. H., & Ray, A. G. (1999, August). School psychologists' perceptions of social power bases in teacher consultation. Poster presented at the meeting of the American Psychological Association, Boston, MA.

- Grissom, P. F., & Erchul, W. P. (1999, September). The relationship between a measure of process integrity and selected process and outcome measures of school-based behavioral consultation. Poster presented at the Fall Conference of the North Carolina School Psychology Association, Hickory, NC.
- Erchul, W. P., Raven, B. H., & Whichard, S. M. (2000, August) School psychologist and teacher perceptions of social power in consultation. Poster presented at the annual meeting of the American Psychological Association, Washington, DC.
- Grissom, P. F., & Erchul, W. P. (2000, September). Conjoint behavioral consultation: A case study. Poster presented at the Fall Conference of the North Carolina School Psychology Association, Raleigh, NC.
- Erchul, W. P., Raven, B. H., & Whichard, S. M. (2000, September) School psychologist and teacher perceptions of social power in consultation. Poster presented at the Fall Conference of the North Carolina School Psychology Association, Raleigh, NC.
- Grissom, P. F., Erchul, W. P., & Sheridan, S. M. (2001, August). Relationships among relational processes and outcomes in conjoint behavioral consultation. Poster presented at the annual meeting of the American Psychological Association, San Francisco, CA.
- Grissom, P. F., Erchul, W. P., & Sheridan, S. M. (2001, September). Relationships among relational processes and outcomes in conjoint behavioral consultation. Poster presented at the Fall Conference of the North Carolina School Psychology Association, Wilmington, NC.
- Erchul, W. P., Raven, B. H., & Wilson, K. E. (2002, August). Age and gender effects on social power perceptions within consultation. Poster presented at the annual meeting of the American Psychological Association, Chicago, IL.
- Sheridan, S. M., Erchul, W. P., Brown, M. S., Dowd, S. E., Warnes, E. D., Marti, D. C., Schemm, A. V., & Eagle, J. W. (2002, August). Conjoint behavioral consultation: Congruity and effects of agreement among participants. Poster presented at the annual meeting of the American Psychological Association, Chicago, IL.
- Erchul, W. P., Raven, B. H., & Wilson, K. E. (2002, September). Age and gender effects on social power perceptions within consultation. Poster presented at the Fall Conference of the North Carolina School Psychology Association, Charlotte, NC.
- Getty, K. C., & Erchul, W. P. (2003, September). Social support, social skills, and educational setting as contributors to the perceived self-concept of children with learning disabilities. Poster presented at the Fall Conference of the North Carolina School Psychology Association, Raleigh, NC.
- Breckheimer, S. (Moderator), Armistead, L., Armistead, Braden, J., Deni, J., Erchul, W., Hardy-Braz, S., Hiemenz, J. Snyder, T., & Unruh, L. (2003, September). The future of school psychology in North Carolina. Panel discussion at the Fall Conference of the North Carolina School Psychology Association, Raleigh, NC.
- Sabourin Ward, C., & Erchul, W. P. (2004, September). Functional behavioral assessment: A comparison of two approaches for practitioners. Poster presented at the Fall Conference of the North Carolina School Psychology Association, Wilmington, NC.

- Erchul, W. P., DuPaul, G. J., Grissom, P. F., Vile Junod, R., Jitendra, A. K., Mannella, M., Tresco, K., Flammer, L., & Volpe, R. J. (2005, August). Linking process to outcome in consultation for students with ADHD. In G. H. Noell (Chair), Moderating variables in school consultation: Diversity, interaction, and follow-up. Symposium presented at the meeting of the American Psychological Association, Washington, DC.
- Wilson, K. E., & Erchul, W. P. (2006, July). The likelihood of use of social power strategies by school psychologists when consulting with teachers. In W. P. Erchul & B. H. Raven (Co-chairs), The Interpersonal Power Inventory: Theory, research, and instruction. Symposium presented at the International Congress of Applied Psychology, Athens, Greece.
- Wilson, K. E., Erchul, W. P., & Raven, B. H. (2006, October). School psychologists' likelihood of using specific social power strategies in teacher consultation. Poster presented at the Fall Conference of the North Carolina School Psychology Association, Raleigh, NC.
- Getty, K. C., & Erchul, W. P. (2007, August). Factors related to consultants' likelihood of using social power strategies. Poster presented at the annual meeting of the American Psychological Association, San Francisco, CA.
- Getty, K. C., Erchul, W. P., & Raven, B. H. (2007, October). The likelihood of use of soft power strategies in school consultation: The influence of gender and professional experience. Poster presented at the Fall Conference of the North Carolina School Psychology Association, Wilmington, NC.
- Unruh, L. (Moderator), Deni, J., Erchul, W., Myers, L., Phipps, C., Schlientz, M., & Tinker, M. (2007, October). Practica and internships in North Carolina: A panel discussion. Presented at the Fall Conference of the North Carolina School Psychology Association, Wilmington, NC.
- Miller, J. A. (Moderator), Erchul, W. P., Flanagan, R., Hatt, C., & Miller, D. C. (2008, February). Obtaining the ABPP in school psychology. A panel discussion presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.
- Erchul, W. P., DuPaul, G. J., Bennett, M. S., Grissom, P. F., Jitendra, A. K., Tresco, K. E., Volpe, R. J., Vile Junod, R. E., Flammer-Rivera, L. M., & Mannella, M. C. (2008, August). Consultation relational processes and outcomes for students with ADHD. Poster presented at the annual meeting of the American Psychological Association, Boston, MA.
- Bennett, M. S., Erchul, W. P., DuPaul, G. J., & Jitendra, A. K. (2008, October). Contrasting control styles in school consultation. Poster presented at the Fall Conference of the North Carolina School Psychology Association, Charlotte, NC.
- Erchul, W. P., DuPaul, G. J., Bennett, M. S., Grissom, P. F., Jitendra, A. K., Tresco, K. E., Volpe, R. J., Vile Junod, R. E., Flammer-Rivera, L. M., & Mannella, M. C. (2008, October). Consultation relational processes and outcomes for students with ADHD. Poster presented at the Fall Conference of the North Carolina School Psychology Association, Charlotte, NC.
- Erchul, W. P. (Moderator), Miller, J. A., Tansy, M., Kaufman, J., & Powell, S. (2009, February). Obtaining the ABPP/Board certification in school psychology. Panel discussion presented at the annual meeting of the National Association of School Psychologists, Boston, MA.

- Rupard, M. D., & Erchul, W. P. (2009, August). Development of a measure of social support for school consultation. Poster presented at the annual meeting of the American Psychological Association, Toronto, Ontario, Canada.
- Easton, J., & Erchul, W. P. (2009, October). Teacher acceptability of treatment plan implementation monitoring and feedback methods. Poster presented at the Fall Conference of the North Carolina School Psychology Association, Raleigh, NC.
- Rupard, M. D., & Erchul, W. P. (2009, October). Development of a measure of social support for school consultation. Poster presented at the Fall Conference of the North Carolina School Psychology Association, Raleigh, NC.
- Tansy, M. (Moderator), Caterino, L., Erchul, W. P., Kaufman, J., McIntosh, D. E., & Powell, S. (2010, March). Obtaining the ABPP/Board certification in school psychology. A panel discussion presented at the annual meeting of the National Association of School Psychologists, Chicago, IL.
- Bennett, M. S., Erchul, W. P., Young, H. L., & Bartel, C. M. (2010, August). Exploring relational communication patterns in prereferral intervention teams. Poster presented at the annual meeting of the American Psychological Association, San Diego, CA.
- Erchul, W. P. (2010, August). School consultation research in the response-to-intervention era. In S. D. Truscott (chair), Four prominent researchers consider the future of school-based consultation. Symposium presented at the annual meeting of the American Psychological Association, San Diego, CA.
- Shajith, B., & Erchul, W. P. (2010, October). Bringing parents to school: The effect of invitations from school, teacher, and child on parental involvement in middle school. Poster presented at the fall conference of the North Carolina School Psychology Association, Asheville, NC.
- Bennett, M. S., Erchul, W. P., Young, H. L., & Bartel, C. M. (2010, October). Exploring relational communication patterns in prereferral intervention teams. Poster presented at the fall conference of the North Carolina School Psychology Association, Asheville, NC.
- Easton, J. E., & Erchul, W. P. (2012, August). Using implementation monitoring and group feedback to improve intervention implementation. Poster presented at the annual meeting of the American Psychological Association, Orlando, FL.
- Mayer, J. E., & Erchul, W. P. (2012, October). Using implementation monitoring and group feedback to improve intervention implementation. Poster presented at the fall conference of the North Carolina School Psychology Association, Sunset Beach, NC.
- Erchul, W. P. (Moderator), Power, T., & Truscott, S. D. (2013, February). What is the Society for the Study of School Psychology (SSSP)? Panel discussion presented at the annual meeting of the National Association of School Psychologists, Seattle, WA.
- Bartel, C. M., Erchul, W. P., Young, H. L., & Whitenack, J. L. (2013, August). Understanding problem-solving team consultation using the Consultation Analysis Record. Poster presented at the annual meeting of the American Psychological Association, Honolulu, HI.

Shajith, B. I., & Erchul, W. P. (2013, August). The effect of invitations on parental involvement in middle schools. Poster presented at the annual meeting of the American Psychological Association, Honolulu, HI.

Bartel, C. M., Erchul, W. P., Young, H. L., & Whitenack, J. L. (2013, September). Understanding problem-solving team consultation using the Consultation Analysis Record. Poster presented at the fall conference of the North Carolina School Psychology Association, Cary, NC.

Shajith, B. I., & Erchul, W. P. (2013, September). The effect of invitations on parental involvement in middle schools. Poster presented at the fall conference of the North Carolina School Psychology Association, Cary, NC.

Schulte, A. C., & Erchul, W. P. (2014, September). Achievement growth by students with and without disabilities. Research presentation given to faculty associated with the Learning Sciences Institute Australia, Australian Catholic University, Brisbane, Australia.

National Presentations (Invited)

Erchul, W. P. (1990, April). Parent/family consultation and school-based teacher consultation: Similarities and differences. Discussant's remarks in C. Carlson (Chair), Working with families and schools: Shifting from problems to possibilities. Symposium presented at the meeting of the National Association of School Psychologists, San Francisco, CA.

Erchul, W. P. (1990, August). Impressions of scientist-practitioner training within school psychology. Discussant's remarks in S. W. Ehly (Chair), National Scientist-Practitioner Conference and Governors' Association Education Summit: Taking stock in school/educational psychology. Symposium presented at the meeting of the American Psychological Association, Boston, MA.

Erchul, W. P. (1992, August). Selected interpersonal perspectives in consultation research. Lightner Witmer Award Invited Address presented at the meeting of the American Psychological Association, Washington, DC.

Erchul, W. P. (1993, April). Question #1: Is collaborative consultation non-directive? In D. Fuchs (Chair), Questioning popular beliefs about collaborative consultation. Invited symposium presented at the meeting of the Council for Exceptional Children, San Antonio, TX.

Erchul, W. P. (1998, August). Ten observations about consultation practice and research in school psychology. In S. DeMers (Chair), State of the art--Consultation, assessment, and intervention: School-based and school-linked. Invited symposium presented at the meeting of the American Psychological Association, San Francisco, CA.

Erchul, W. P. (1999, April). Three R's of school consultation: Role, relationship, and resistance. Invited workshop presented at the meeting of the National Association of School Psychologists, Las Vegas, NV.

Erchul, W. P. (2000, August). A critique of the Teacher Variance Approach to consultation. In J. Meyers (chair), Teacher resistance: Consultation acceptability and treatment integrity. Symposium presented at the annual meeting of the American Psychological Association, Washington, DC.

Erchul, W. P. (2007, August). Gerald Caplan and consultee-centered consultation. Discussant's remarks in S. Knotek (Chair), Understanding, implementing, and sustaining organizational innovations through consultee-centered consultation. Symposium presented at the annual meeting of the American Psychological Association, San Francisco, CA.

Erchul, W. P. (2013, August). Reflections on school psychology's past, present, and future research. In K. McIntosh (chair), School psychology research: Leading researchers weigh in on our past, present, and future. Symposium presented at the annual meeting of the American Psychological Association, Honolulu, HI.

Selected Local and Regional Presentations (Invited)

Erchul, W. P. (1979, April). Reflections on Psi Chi's productive year. Address presented at the University of Wisconsin-Madison Psi Chi (national honor society in psychology) chapter induction ceremony.

Erchul, W. P. (1984, November). Teenage suicide. Lecture presented to students and faculty at E. E. Smith High School, Fayetteville, NC.

Horan, P. F., & Erchul, W. P. (1984, December). Teenage suicide. Lecture presented to students and faculty at Broughton High School, Raleigh, NC.

Erchul, W. P. (1985, February). Teenage suicide. Lecture presented to students and faculty at J. F. Webb High School, Oxford, NC.

Erchul, W. P. (1985, May). Teenage suicide. Lecture presented to students and faculty of Southern Nash Senior High School, Bailey, NC.

Erchul, W. P. (1985, March). Social power, relational communication, and psychological consultation. Colloquium presented to UNC-Chapel Hill School Psychology Program.

Erchul, W. P. (1985, March). Factors that enhance and inhibit the practice of organizational consultation in the schools. Lecture presented to school psychology doctoral students at UNC-Chapel Hill.

Erchul, W. P. (1985, November). On families and parenting. Address presented at the North Carolina State University Psi Chi chapter induction ceremony.

Erchul, W. P. (1986, October). Parenting and the new high school student. Presentation made to parents of students enrolled at Enloe High School, Raleigh, NC.

Erchul, W. P. (1987, March). Students' perceptions of doctoral training in school psychology: Results from a national survey. Paper presented as a part of the NC State Department of Psychology's annual colloquium series.

Erchul, W. P. (1987, October). Training trends in school psychology. Lecture presented to school psychology doctoral students at UNC-Chapel Hill.

Erchul, W. P. (1988, May). Developing psychological consulting skills. Workshop presented to school psychology staff of the Cumberland County (NC) Schools.

- Erchul, W. P. (1991, July). Dedication of the James W. Erchul, M.D., Creative Learning Center. Remarks made to the physicians and staff at St. Elizabeth's Hospital in Appleton, WI.
- Erchul, W. P. (1991, September). The history of school psychology. Lecture presented to school psychology graduate students at UNC-Chapel Hill.
- Erchul, W. P. (1992, October). National and state awards in school psychology. Lecture presented to school psychology graduate students at UNC-Chapel Hill.
- Erchul, W. P. (1997, September). Consultation in school psychology: Let's give 'em something to talk about. Presentation given at the Fall Conference of the North Carolina School Psychology Association, Charlotte, NC.
- Erchul, W. P. (1998, April). School consultation: Some conceptual and empirical aspects. Presentation given to NC State College of Education and Psychology's faculty and students as part of the College's Research Day events.
- Erchul, W. P. (2002, March). Behavioral consultation and the collaboration debate. Lecture presented to school psychology graduate students at UNC-Chapel Hill.
- Erchul, W. P. (2002, October). Introduction to the film, "A Beautiful Mind." Presentation given to NC State students.
- Erchul, W. P. (2005, October). Relational communication as a moderating variable in school consultation research. Invited address given to graduate students and faculty in the school psychology program at Syracuse University, Syracuse, NY.
- Erchul, W. P. (2007, April). Becoming a psychologist. Presentation given to NC State students.
- Schulte, A. C. & Erchul, W. P. (2009, February). Promises and problems of RTI. Presentation given to school psychology staff at the Virginia Beach (VA) City Public Schools.
- Erchul, W. P. (2010, November). Contemporary issues in school consultation. Invited address given to graduate students and faculty in the school psychology program at Georgia State University, Atlanta, GA.
- Erchul, W. P. (2013, January). Behavioral consultation: A celebration of its past, present, and future. Invited address given to graduate students and faculty in the school psychology program at the University of Arizona, Tucson, AZ.

International and National Symposia and Invited Addresses Chaired

- Erchul, W. P. (Chair), Carlson, C., Valentine, M. R., & Dombalis, A. O. (1986, April). Family intervention: Three models for school psychology practice. Symposium presented at the meeting of the National Association of School Psychologists, Hollywood, FL.
- Erchul, W. P. (Chair), Paget, K., Conoley, J. C., Carlson, C., & Guidubaldi, J. (1986, August). Family assessment and intervention in school psychology. Symposium presented at the meeting of the American Psychological Association, Washington, DC.

Phillips, B. N. (1988, August). The role of the practitioner in applying science to practice. Invited address presented at the meeting of the American Psychological Association, Atlanta, GA (W. P. Erchul, Chair).

Gettinger, M. (1988, August). Time and school learning. Invited address presented at the meeting of the American Psychological Association, Atlanta, GA (W. P. Erchul, Chair).

Keith, T. Z. (1989, August). Testing influences on high school learning using extant data. Invited address presented at the meeting of the American Psychological Association, New Orleans, LA (W. P. Erchul, Chair).

Caplan, G. (1990, August). Mental health consultation, community mental health, and population-oriented psychiatry. Invited address presented at the meeting of the American Psychological Association, Boston, MA (W. P. Erchul, Chair).

Erchul, W. P. (Chair), Backer, T. E., Meyers, J., Kelly, J. G., Iscoe, I., & Spielberger, C. D. (1990, August). Gerald Caplan's contributions to American psychology: Views from the discipline. Symposium presented at the meeting of the American Psychological Association, Boston, MA.

Erchul, W. P. (Chair), Martens, B. K., Johnson, C. A., Witt, J. C., Shinn, M. R., & Kramer, J. J. (1992, March). More than words: Studying what we say in consultation. Symposium presented at the meeting of the National Association of School Psychologists, Nashville, TN.

Erchul, W. P. (Chair), Bergan, J. R., Conoley, J. C., Martens, B. K., Reschly, D. J., Sheridan, S. M., & Witt, J. C. (1994, August). Behavioral consultation: Advances in research and practice. Symposium presented at the meeting of the American Psychological Association, Los Angeles, CA.

Erchul, W. P. (Chair), Conoley, J. C., Gutkin, T. B., Kratochwill, T. R., Martens, B. K., & Sheridan, S. M. (1998, August). School consultation partnerships: Controlling, cooperative, collaborative, or ?. Symposium presented at the meeting of the American Psychological Association, San Francisco, CA.

Erchul, W. P., & Raven, B. H. (Co-chairs) (2006, July). The Interpersonal Power Inventory: Theory, research, and instruction. Symposium presented at the International Congress of Applied Psychology, Athens, Greece.

Doctoral Dissertation Research Supervised as Committee Chair or Co-Chair

The effect of intervention programs on the metacognitive characteristics, problem identification and academic performance of Black college freshmen (Theresa E. Hayes, PhD, NC State, 1986).

The relationship between K-ABC factors and Woodcock-Johnson achievement scores for reading disabled children (Carrie L. Baker, PhD, NC State, 1987).

Development and validation of an illustrated multiple-choice test of social skills knowledge of adolescents (R. Reid Whiteside, PhD, NC State, 1987).

Development of adaptive behavior in autistic children: Effects of age, IQ, and degree of autism (Luellen C. Hooks, PhD, NC State, 1989).

The relationship between classroom social climate and referral rates for specialized services at the junior high level (Richard W. Hollings, PhD, NC State, 1991).

A folk hero modeling/cultural awareness counseling intervention for Puerto Rican adolescent students (William M. Shannon, PhD, NC State, 1991).

The diagnostic implications of the WISC-R third factor for educationally at-risk children (John A. Bernard, PhD, NC State, 1992).

An investigation of the discriminant and concurrent validity of the Social Skills Rating System-Teacher Form (Teri G. Chewing, PhD, NC State, 1992).

Development, implementation, and evaluation of a social skills training program for educable mentally handicapped children (Barbara D. Turner, PhD, NC State, 1993).

Development and validation of a computerized word match test as an alternative to the Matching Familiar Figures Test as a measure of impulsivity-reflectivity (Paul E. Rowland, PhD, NC State, 1993).

The relationship between two measures of interpersonal control and selected outcomes of school-based behavioral consultation (Amelia O. Dombalis, PhD, NC State, 1993).

Teachers' attitudes toward multicultural education (L. Hope Saulter, PhD, NC State, 1996).

Effectiveness of conjoint behavioral consultation as an intervention for young children with disruptive behaviors (Lynne W. Myers, PhD, NC State, 1996).

The identification of paraprofessional training needs within the context of inclusive education (Cheryl F. Stallings, PhD, NC State, 2000).

The relationship between selected process and outcome measures in conjoint behavioral consultation (Priscilla F. Grissom, PhD, NC State, 2001).

The likelihood of use and acceptability of social power bases in school consultation (Kristen E. Wilson, PhD, NC State, 2005).

Gender and professional experience as predictors of consultants' likelihood of use of social power bases (Kimberly C. Getty, PhD, NC State, 2006).

Development and validation of a measure of social support for school consultation (Melinda D. Rupard, PhD, NC State, 2008).

Exploring relational communication patterns in prereferral intervention teams (Megan S. Bennett, PhD, NC State, 2010).

Bringing parents to school: The effect of invitations from school, teacher, and child on parental involvement in middle schools (Bindiya I. Shajith, PhD, NC State, 2012).

An application of school-based intervention implementation adherence monitoring and performance feedback procedures (Julia E. Mayer, PhD, NC State, 2012).

Understanding verbal interaction patterns in problem-solving team meetings using the Consultation Analysis Record (Chelsea M. Bartel, PhD, NC State, 2012).

While at NC State University (1984 to 2014), I also chaired 20 MS committees and served as a member of approximately 50 PhD/EdD committees and 100 MS/MEd committees.

Graduate Courses Taught

Psychological Consultation and Clinical Supervision
 Seminar in School Psychology
 History and Systems of Psychology: Implications for School Psychologists
 School Psychology Predoctoral Internship Supervision
 Teacher-Centered Services Practicum Supervision
 Psychoeducational Clinic Practicum Supervision
 Psychology of Families and Parenting
 Bases del Poder Social en los Contextos de Trabajo y Educativos

Undergraduate Courses Taught

Abnormal Psychology
 Educational Psychology
 Tests and Measurement

Funded Grants and Contracts

Principal Investigator. Students' perceptions of doctoral training in school psychology. Vice Chancellor's Reserve Fund for Research, North Carolina State University. 1986. \$875.00.

Co-Principal Investigator. A social skills training program to improve the effect of teacher instruction on underachieving adolescents. North Carolina State University School of Education Organized Research Fund. 1987. \$20,300.00.

Principal Investigator of five small projects funded through the North Carolina State University College of Education and Psychology Small Grants Research Fund. 1986-2001. Total: \$760.00.

Co-Principal Investigator. Staff development for instructors of company employees. Carolina Power & Light Company. 1988-1991. \$20,910.00.

Principal Investigator. Mental health consultation, community mental health, and population-oriented psychiatry. William T. Grant Foundation. 1990. \$1000.00.

Principal Investigator. Consultation in community, school, and organizational practice. Vice Chancellor's Reserve Fund for Research, North Carolina State University. 1990. \$4000.00.

Principal Investigator. Psychological screening of children with special educational needs. Franklin County (North Carolina) Schools. 1994. \$10,636.00.

Co-Principal Investigator. Staff development of school psychology personnel. Franklin County (North Carolina) Schools. 1995. \$1,000.00.

Principal Investigator. School psychologist and teacher perceptions of social power bases in school consultation. Society for the Study of School Psychology. 1998. \$5928.00.

Co-Principal Investigator. All Together Now: Aligning school psychology training and practice with the needs of students with disabilities in the general education curriculum. U. S. Department of Education, Office of Special Education Programs. 2001-2005. \$683,177.00.

Principal Investigator. American-Chilean collaboration to promote the cross-cultural study of social power strategies within educational and organizational settings. University Standing Committee on International Programs, North Carolina State University. 2007-2008. \$3400.00.

Other Awards and Honors

Senior Class Valedictorian, Xavier High School, Appleton, WI, 1975.

William F. Vilas/Chancellor's Scholar, University of Wisconsin-Madison, 1975-1976.

College of Letters and Science Honors Program, University of Wisconsin-Madison, 1975-1979.

Gilchrist Research Competition Award - Honorable Mention, University of Wisconsin-Madison, 1979.

Psi Chi (national honor society in psychology) member, University of Wisconsin-Madison (1978-1998); NC State University (1998 - 2014).

National Institute of Mental Health, School Psychology Traineeship recipient, University of Texas at Austin, 1979-1981.

Professional Development Award, University of Texas at Austin, 1981; 1983.

Listed in the Thirteenth Edition of Men of Achievement, 1989.

Professional Development Award, NC State College of Education and Psychology, 1988; 1989.

Nominated for the School Psychology Quarterly/Division 16 Fellows Award for best article: "Patterns of Relational Control in Conjoint Behavioral Consultation" (Erchul, Sheridan, Ryan, Grissom, Killough, & Mettler), 2000.

Nominated by the NC State Department of Psychology's Awards Committee for the College of Humanities and Social Sciences' Outstanding Teacher Award (nominations declined), 2005, 2007.

Nominated by the NC State Department of Psychology's Awards Committee for University Alumni Distinguished Graduate Professor Award (nomination declined), 2008.

Editorial Activities

Senior Scientific and Editorial Board Consultant, Journal of School Psychology, 2013 to present.

Senior Advisory Board Member, Journal of Educational and Psychological Consultation, 2009 to present.

Editorial Advisory Board member, Journal of Educational and Psychological Consultation, 1988 to 2007; 2009 to present.

- Guest Editor, 1991, 2(2) "Interpersonal Process and Outcome Research in Consultation"
- Guest Editor, 2003, 14(2) "Communication and Interpersonal Processes in Consultation"

Consulting Editor, Journal of Emotional and Behavioral Disorders, 1991 to 2006.

Editorial Advisory Board Member, International Journal of School & Educational Psychology, 2013 to present

Editorial Advisory Board Member, Encyclopedia of School Psychology (Sage Publications), 2003-2005.

Editorial Advisory Board Member, Journal of Applied School Psychology, 2008 to present.

Editorial Consultant, Journal of School Psychology, 1994 to 1999.

Ad Hoc Reviewer, Journal of Applied Social Psychology, 2002; 2006 to 2007.

Ad Hoc Reviewer, Journal of Special Education, 1992 to 1995.

Editorial Advisory Board Member, Psychology in the Schools, 2012 to 2014.

Editorial Advisory Board Member, School Mental Health, 2014 to present

Editorial Advisory Board member, School Psychology Review, 1988 to 1995; 2001 to present.

- Guest Editor, 1987, 16 (4) "Family Systems Assessment and Intervention"

Associate Editor, School Psychology Quarterly, 1990 to 1994.

Editorial Advisory Board member, School Psychology Quarterly, 1989 to 1991; 1997 to 2008.

Editorial Advisory Board member, Professional School Psychology, 1989.

Ad Hoc Reviewer, Psychology in the Schools, 2000.

Ad Hoc reviewer of book proposals and manuscripts submitted to:

Academic Press, New York, NY
Grune & Stratton, Inc., Orlando, FL
Jossey-Bass, Inc. Publishers, San Francisco, CA

Kluwer Academic/Plenum Publishers, New York, NY
Lawrence Erlbaum Associates, Mahwah, NJ
Sage Publications, Thousand Oaks, CA
John Wiley & Sons, Inc., New York, NY

Other Professional Service and Leadership Activities

School Psychology Training Program student representative; University of Texas at Austin, 1979 to 1982.

Department of Educational Psychology Graduate Studies Committee student representative, University of Texas at Austin, 1980 to 1981.

Invited student participant, Olympia Conference on the Future of School Psychology, Oconomowoc, WI, November 1981.

Member of NCDPI Task Force charged with developing initial certification standards for school psychologists in North Carolina, 1985 to 1986.

Reviewer of NC State Merit Award Scholarship applications, 1985 to 1996.

Member of five, and chair of one, New Personnel Search Committees in the NC State College of Education and Psychology, 1986 to 2001.

Member of Personnel Evaluation Committee, NC State Department of Psychology, 1984 to 1989; 1994 to 1998.

Member of NCDPI Task Force charged with developing a vision statement on the future of school psychology in North Carolina, 1987 to 1988.

Member of Leadership Review Committee, NC State Department of Psychology, 1987 to 1988.

Member of Convention Program Committee, Division 16 of the American Psychological Association, 1987 to 1988; 1992 to 1993; 2000 to 2013.

Member of NCDPI Task Force charged with revising training standards for school psychologists in North Carolina, 1988 to 1989.

Convention Program Co-chair, Division 16 of the American Psychological Association, 1988 to 1990.

Member of National Teacher Examination Validation Study Committee charged with validating the Educational Testing Service's school psychology certification exam for use in North Carolina, 1988.

Secretary/Treasurer of the North Carolina Inter-University Council on School Psychology, 1988 to 1989.

Member of NCPA/NCSPA Task Force charged with investigating psychological services available to children, youth, and families in North Carolina, 1989.

Member of NCSIPA/NCPA Task Force charged with exploring issues concerned with the employment of school psychologists in North Carolina, 1989.

Member of NCDPI Task Force charged with developing school psychology internship guidelines for use within North Carolina, 1989.

President of the North Carolina Inter-University Council on School Psychology, 1989 to 1990; 1995 to 1998.

Developer of a continuing education seminar series for school psychologists in North Carolina, 1990 to 1991.

Member of North Carolina's School Psychology Forum, 1991 to 1998.

Chair of Lightner Witmer Award Committee, Division 16 of the American Psychological Association, 1993; 1999.

Member of Lightner Witmer Award Committee, Division 16 of the American Psychological Association, 1995; 1997.

Member of School Psychology Quarterly Editor-Elect Search Committee, 1996.

Member of New Fellows Selection Committee, Division 16 of the American Psychological Association, 1996 to 1997; 2003 to 2005; 2008 to present.

Training Program Reviewer, National Association of School Psychologists, 1996 to 1997.

Chair of New Fellows Selection Committee, Division 16 of the American Psychological Association, 1997 to 1998.

Member of School Psychology Leadership Task Force (North Carolina), 1999 to 2004.

Executive Producer, The Conversation Series, Division 16 of American Psychological Association, 1999 to 2003.

Co-chair of School Psychology Journal Merger Committee, Division 16 of American Psychological Association and the Society for the Study of School Psychology, 2000 to 2001.

Chair of School Psychology Quarterly Editor-Elect Search Committee, 2001.

Chair of four New Personnel Search Committees in the NC State College of Humanities and Social Sciences, 2001 to 2013.

Candidate for President, Division 16 of American Psychological Association, 2003.

Finalist for Department Head of Psychology, NC State University, 2005.

Member, International Programs Committee, College of Humanities and Social Sciences, NC State, 2006 to 2008.

Catalyst Scholar for the Society for the Study of School Psychology's School Psychology Research Collaboration Conference, 2007, 2015.

American Academy of School Psychology representative to the School Psychology Leadership Roundtable, 2008 to 2010.

Member of committee to develop guidelines for the dissertation grant award competition and proposal reviewer, Society for the Study of School Psychology, 2010 to 2011.

Society for the Study of School Psychology representative to the School Psychology Leadership Roundtable, 2012 to 2013.

External reviewer of promotion/tenure candidates at:

Alfred University
East Carolina University
Georgia State University (2)
Louisiana State University (2)
National Louis University
Ohio University
State University of New York – University at Albany
Syracuse University (2)
Temple University
University of Connecticut (2)
University of Georgia
University of Kentucky
University of Massachusetts - Amherst
University of Massachusetts - Boston
University of Nebraska - Lincoln
University of North Carolina at Chapel Hill
University of Utah
Utah State University

Current Professional Affiliations

American Academy of School Psychology (Fellow; President, 2007 to 2009)
American Board of Professional Psychology
American Board of School Psychology (Examiner)
American Psychological Association [Division 16: School Psychology (Fellow)]
National Association of School Psychologists
Society for the Study of School Psychology (Member; President, 2012 to 2014)

CURRICULUM VITAE

Richard L. Fey, Ph.D.

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Home

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Tempe, Az. 85284
(480) 966-6685

Citizenship: U.S.A.

Present Position: Senior Lecturer

Education:

- Ph.D. - 2005 Sociology, Arizona State University
Dissertation title: The Effects of Incarceration on Paternal Interactions.
Substantive Comprehensive Areas: The Family, Applied Statistics
- M.S. - 2000 Sociology, Portland State University:
Thesis: Understanding Volunteerism: An Exploratory Study of the Theory
of the Commons.
Certification Concentrations:
Social Issues: Crime, Sexism, Poverty, Delinquency, Identity Crises.
Human Relations: Family Situations, Social Psychology, Gender.
- B.S. – 1998 Sociology, Portland State University
- B.S. – 1998 Psychology, Portland State University
- A.A. - 1995 Psychology, Mount Hood Community College.

Areas of Specialization

Social Issues, Crime and Deviancy, Human Relations, Family, Research Methods & Analysis

Research Interests

Role and gender identities of family members, marriage and family relationships, family influences on criminal and delinquent activity, criminal processes of development, deviance within society, teaching methodologies, the influence of technology on society.

Positions Held

2012 – Present	Senior Lecturer, Arizona State University
2005 – 2012	Lecturer, Arizona State University
2004 – 2005	Faculty Associate, Arizona State University
2000 – 2004	Teaching Associate, Arizona State University
1999 - 2000	Instructor. Portland State University
1998 - 2000	Sociology Department Computer Systems Administrator and Computer Consultant. Portland State University. Responsibilities: Upgrade system hardware and software, maintain intradepartmental networking, provide computer support for students and faculty.

Awards and Honors

2012 – Present	Barrett Honors Faculty – Barrett’s Honors College
2013 – 2014	Nominated as Outstanding Instructor/Lecturer of the Year - CLAS
2011 – 2012	Nominated as Distinguished Instructor/Lecturer of the Year - CLAS
2011 - Present	Listed in the Marquis 2011 – Who’s Who of America
2010 – 2011	Nominated as Distinguished Instructor/Lecturer of the Year - CLAS
2011 – Fall	Awarded Guest Coach – ASU Swim Team program
2010 – Spring	Honoree – Commitment to serving students with disabilities – Disability Resource Center
2010 – Spring	Honoree – Apply Polisher Banquet for Outstanding Service.
2009 – 2010	Nominated as Distinguished Instructor/Lecturer of the Year - CLAS
2009 – Spring	Invited Presenter (student’s request) for the BA Merit Award for Outstanding Scholarship – Biochemistry
2008 – 2009	Nominated as Distinguished Instructor/Lecturer of the Year - CLAS
2008 – Fall	Nominated for The National Society of Collegiate Scholars – Inspire Integrity Award
2008 – Fall	Awarded “Most Inspirational Professor”. Recognized at Graduate Luncheon.
2008 – Fall	Awarded Guest Coach – Softball program
2008 – Spring	Awarded Guest Coach for ASU softball Game
2007 – 2008	Nominated as Distinguished Instructor/Lecturer of the Year - CLAS
2007 – 2008	Honors Disciplinary Faculty – Barrett’s Honors College
2007 – Fall	Awarded Honorary Membership in Sigma Alpha Lambda for service.
2007 – Fall	Awarded Guest Coach for ASU/UA Football game (Dec.)
2007 – Spring	Nominated as Professor of the Year.
2006 – 2007	Honors Disciplinary Faculty – Barrett’s Honors College
2006 – Fall	Twice nominated as Honorary Coach of ASU women’s soccer team.
2006 – Fall	Nominated as Honorary Coach of ASU men’s football team.
2006 – Spring	Nominated for Dean’s Distinguished Teaching Award.
2005 – 2006	Awarded as <i>Recognized Faculty</i> .
2005 – 2006	Honors Disciplinary Faculty – Barrett’s Honors College
2005 - Fall	Invited as honored academic influence to a formal dinner & reception celebrating the Sigma Chi fraternity’s receiving the Peterson Significance Chapter Award.
1994 - 1995	Mount Hood Community College Recognition Award - 3 terms consecutively. Academic award for scholarship excellence in the Social Sciences.

Teaching Experience

Arizona State University

Soc. 101 – Introduction to Sociology
Soc. 101 – Introduction to Sociology –
Internet version
Soc. 191 – Human Sexuality in a Social
World
Soc. 315 / Fas. 331 – Courtship and
Marriage
Soc. 315 / Fas. 331 – Courtship and
Marriage – Internet Version
CDE 586, 587, 588 – FHD Online Masters Capstone Project I, II & III.

Soc. 340 / Fas. 498– Sociology of Deviance
Soc. 340 – Sociology of Deviance –
Internet version
Soc. 341 – Modern Social Problems
Soc. 363 – Men & Masculinity
Soc. 391 / Fas. 361–Research
Methods
Soc. 446 – Sociology of Crime
Soc. 448 – Epidemics and Society

Portland State University

Soc. 339 - Marriage and Intimacy
Soc. 410 – Senior Research Capstone -Topic: Volunteerism

Publications

2012 Editor – *Editor’s Choice Reader on Deviant Behavior*.
Cengage Publishing. Spring 2012

2012 Clark, R., Clark, E., Roe-Sepowitz, D., Fey, R.
Age of Entry into Prostitution: Relationship to Drug Use, Race, Suicide,
Education Level, Childhood Abuse, and Family Experiences. *Journal of
Human Behavior in the Social Environment*. Volume 22, Issue 3, 2012.

2011 Contributing Author - *Sociology of Deviance: Looking Past the “Normal”
World*. Cengage Publishing

2011 Contributing Author – *Sociology in Our Times*. (e-book version). Cengage
Publishing

2011 Contributing Author – *Marriages, Families & Relationships*. (e-book
version). Cengage Publishing

2009 Contributing Author - *Sociology: The World Beyond the Looking Glass*.
McGraw-Hill.

2009 Contributing Author - *Dating, Marriage and Love*. McGraw- Hill

Professional Service

School of Social and Family Dynamics

2014 – present Personnel Committee
2013 – Spring Undergraduate Committee – Specialized Honors Committee
2011 – 2013 Undergraduate Research Competition Committee
2010 – 2013 Scholarship Awards Committee
2009 – 2013 Undergraduate Committee
2009 - 2010 Search Committee – New Instructor Position
2006 – 2007 Undergraduate Committee

Department of Sociology

2005 - 2006	Department of Sociology Representative to the Undergraduate Research Symposium
2005 - Fall	Interim Chair for Undergraduate Committee. Finalized addition of new Bachelor of Science degree in Sociology
2003 – 2004	Webmaster - Sociology Graduate Students
2000 – 2003	Fundraising committee – Sociology Graduate Students
2001	Graduate Research Grant Peer Review Committee, Arizona State University

Portland State University

1998 – 1999	Undergraduate committee, Portland State University - Graduate Student Representative.
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Undergraduate Student Mentor/Advisor

2014 – Present	FHD Graduate Mentorship – FHD Online Masters Program
2014 – Fall	Supervised 8 Honors Contract Student Research Projects
2014 – Spring	Supervised 4 Honors Contract Student Research Projects
2014 – Spring	2 nd Reader – Honors Thesis –Melina Machas, Fallen Singer, Michelle Yu
2013 – Fall	Supervised 15 Honors Contract Student Research Projects
2013 – Present	Faculty Advisor – Sun Devils Riders Club
2013 – Fall	Director Honors Thesis – Alixandria Keller; <i>The Rarity of Openly Bisexual Males in Society: A Qualitative Analysis.</i>
2013 – Spring	Director Honors Thesis – Ruslan Guseynov; <i>The Implications of the 2008 Recession on Birthrates in Arizona</i>
2013 – Spring	Supervised 7 Honors Contract Student Research Projects
2012 – Fall	Director Co-Honors Thesis – Deborah Chung & Brittany Allen; <i>Love Your Body</i>
2012 – Fall	Supervised 8 Honors Contract Student Research Projects
2012 – Spring	Director – Honors Thesis – Stephanie Ybarra; <i>A Meta-Analytic Review of the Theory of Diffusion of Responsibility and Social Factors Affecting Helping Behavior</i>
2012 – Spring	2 nd Reader – Honors Thesis – James Sandys; <i>The Quest for Happiness: Building a Happy Society.</i>
2012 – Spring	2 nd Reader – Honors Thesis – Marina Viola; <i>Growing Up in a Lesbian Household.</i>
2012 – Spring	Supervised 12 Honors Contract Student Research Projects
2011 – Present	Faculty Advisor – ASU chapter of The National Society of Leadership and Success
2010 – Present	Faculty Advisor – Sun Devils for Sanity Club
2010 – Present	Faculty Advisor – Interracial Relationships Club
2009 – Present	Faculty Advisor – ASU Sun Devil Snow Club
2009 – Present	Faculty Advisor – Arizona PIRG
2006 – Present	Faculty Advisor – Sigma Alpha Lambda
2011 – Fall	Supervised 5 Honors Contract Student Research Projects

2011 – Fall Soc. 493 – Stephanie Ybarra – Honors Thesis Credit

2011 – Fall 2nd Reader – Honors Thesis – Katelyn Sandoval; *Assessing the Prevalence of Teen Dating Abuse Prevention Programs: A collaboration between Purple Ribbon Council, the Community Action Research Experiences Program, and the School of Social and Family Dynamics at Arizona State University*

2011 – Spring Director – Honors Thesis – Valerie Cimarossa; *The Children Who Wait: An In-Depth Analysis of the Adoption Institution, Highlighting the Adoption of Older Children*

2011 – Spring Director – Honors Thesis – Monica Poore; *The Self-Fulfilling Prophecy: Creating Unique Student Outcomes*

2011 – Spring Soc. 493 – Valerie Cimarossa – Honors Thesis Credit

2011 – Spring Soc. 493 – Monica Poore – Honors Thesis Credit

2011 – Spring Supervised 9 Honors Contract Student Research Projects

2010 – Fall Director – Co-Honors Thesis – Ross & Elizabeth Clarke; *Age of Entry into Prostitution: Correlates with Drug Use, Race, Suicide, Education Level, Childhood Abuse, and Family Experiences*

2010 – Fall Soc. 493 – Ross Clarke – Honors Thesis Credit

2010 – Fall Soc. 493 – Elizabeth Clarke – Honors Thesis Credit

2010 – Fall Soc. 492 – Monica Poore – Honors Directed Study

2010 – Fall Soc. 492 – Valerie Cimarossa – Honors Directed Study

2010 – Fall Supervised 7 Honors Contract Student Research Projects

2010 – Spring Supervised 8 Honors Contract Student Research Projects

2009 – 2010 Faculty Advisor – The Vagina Monologues ASU Production

2009 – 2010 Senior Capstone Research Director – Maria Sciortino

2009 – Fall Supervised 9 Honors Contract Student Research Projects

2009 – Spring Supervised 11 Honors Contract Student Research Projects

2008 – Fall Supervised 2 Honors Contract Student Research Projects

2008 – Spring Supervised 1 Honors Contract Student Research Project

2007 – Fall Soc. 498 – Madelyn Prior – Independent Research Project

2007 – Fall Supervised 6 Honors Contract Student Projects

2007 – Spring Supervised 7 Honors Footnote 18 Student Research Projects

2006 – Fall Director – Honors Thesis – McKenzie Strunk; *Mirrored Images: Reflections Concerning Mothers, Daughters and Eating Disorders.*

2006 – Fall Director – Honors Thesis – Adriane Goetz; *The Evolution of Dating Roles in Seventeen Magazine: A Content Analysis.*

2006 – Fall Supervised 9 Honors Footnote 18 Student Research Projects

2006 – Spring Supervised 6 Honors Footnote 18 Student Research Projects

2005 – Fall Supervised 7 Honors Footnote 18 Student Research Projects

2004 – Fall Supervised 2 Honors Footnote 18 Student Research Projects

2003 – Fall Supervised 3 Honors Footnote 18 Student Research projects

Invited Speaking Engagements

- 2011 – Fall Invited Speaker for Uni. 194 on “How to succeed in College.”
2010 – Fall Invited Speaker for Uni. 194 on “How to succeed in College.”
2009 – Spring Student nominated for Arizona State University’s “Last Lecture” series.
2009 – Spring Invited Speaker for Uni. 194 on “How to succeed in College.”
2008 – Fall Invited Speaker for Uni. 194 on “How to succeed in College.”
2006 – Spring Student nominated for Arizona State University’s “Last Lecture” series.
2005 – Spring Student nominated for Arizona State University’s “Last Lecture” series.
2004 – Spring Guest Speaker: Soc. 503 - Sociology as a Profession II
2002 – Spring Guest Speaker: Biological & Chemical Warfare in the New Millennium

Conference Presentations

- 2004 Open and Refereed Roundtables Organizer – Crime and Deviance – A.S.A. annual meeting. w/ Dr. Verna Keith & Dr. Mary Benin.
2002 Session Organizer: Childhood Sexual Abuse: Manifestations and Effects, Pacific Sociological Association
2001 Presenter: Increasing Teaching Effectiveness Using Acting Methodologies, Pacific Sociological Association

Other Research

- 2001 Field Ethnographer, Health-Risk Behaviors of Long Haul Truckers, Yorghos Apostolopoulos (PI), Arizona State University.

Reviewed Books & Articles

- 2011 – Spring Reviewer for new textbook - Croteau & Hoynes; *Experience Sociology*, McGraw-Hill.
2006 – Summer Reviewer and Editor for new forthcoming children’s series of books. *The Help Me Heroes: One Parent in the Home*. Author: Sharon Clark. Poppy’s Publishing.
2006 – Summer Reviewer for proposed book, Wadsworth Publishing. *Marriage and Families*.
2006 – Spring Revision Reviewer – Lamanna & Reidman; *Marriages and Families: Making Choices in a Diverse Society*. 9th ed.
2004 Revision Reviewer: *Constructions of Deviance: Social Power, Context and Interaction*, 4e.
2002 Reviewer: *Boundaries: Readings in Deviance, Crime and Criminal Justice*.

Community Service

- 2008 – 2012 Co-Founder w/ Morgana Cooper: Las Artes GED – ASU Out Reach Program. (expanded to a full year program in Fall of 2011 – currently on Hiatus). Developed new community outreach program in unison with Las Artes' GED classes to bring at-risk and poverty stricken Native American and Hispanic youth of Ajo, Arizona to the Arizona State University campus. Successful in retaining GED graduation of students, and 60% of the students who previously were not going to attend college have now made definitive plans to enroll or have enrolled in an institution of higher education.
- 2009 – Spring Appeared in the Emmy Nominated Documentary (student project category): *Click For Love* - as academic interviewee.
- 2008 – Fall Served as consultant to the New Mexico State advisory committee (comprised of legislators). Topic: “*The Fractured Family*— particularly families of incarcerated adults: What is the Cost?”
- 2008 Interviewed and quoted in Knack magazine article; *Getting Friendly: Can't We just Be Friends?* Author: Elizabeth Exline. September, 2008.
- 2007 – June On-Camera Academic Interviewee for an as-of yet unreleased documentary on Twixters. Film Company: Ternion Digital Cinema. John Colombo – producer.
- 2007 Interviewed and quoted in SPM magazine cover story article; *From Student to Stripper to Prostitute*. Author : Matt Stone. Nov. 28th edition.
- 2007 Subject of featured article “*Redemption Song*” published in SPM magazine (Nov. 14th – 20th, issue). Author: Matt Culbertson. The article was on my life story.
- 2007 Interviewed for “*Eye-popping I-pod Broadcasts*” on being a professor and the philosophy of effective teaching. Posted to I-tunes, national download.
- 2007 Interviewed on air for the television show “*Teen Talk.*” This show is geared towards the development of teens, and discussion of teen issues. In the episode I was the guest speaker, the subject dealt with issues raised with changes in technology influencing socialization. The episode has aired many times on local area Public Broadcast.
- 2006 Interviewed and published in Middle East newspaper article; *Cultural Mission and the Communication*. Al Sharq Al Awsat. The article focuses on Saudi students immigrating to the U.S. and how the Saudi government and American Universities can aid the process.
- 2006 Interview and quoted in the State Press magazine article; *The Face of Fear*. Author: Megan Salisbury. Printed Oct. 16th edition.
- 2005 Interview and quoted in the State Press Magazine article; *Grade Grubbing*. Author: Sam Friedman. Printed Nov. 17th edition.

Other Skills

Blackboard Learning System, TurningPoint in-class technology, CPS in-class technology.

References:

Dr. Jennie Kronenfeld - Professor & Former Dept. Chair, Arizona State University
School of Social and Family Dynamics
Box 873701
Tempe, Az. 85287-3701
(480) 965-8053
Jennie.Kronenfeld@asu.edu

Dr. Deborah Sullivan - Associate Professor, Arizona State University
School of Social and Family Dynamics
Box 873701
Tempe, Az. 85287-3701
(480) 965-4492
deborah.sullivan@asu.edu

Dr. Denise Bodman – Principal Lecture
School of Social and Family Dynamics
Box 873701
Tempe, Az. 85287-3701
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STACIE ANN FOSTER
School of Social and Family Dynamics
P.O. Box 873701
Tempe AZ 85287-3701
(480)727-7791
stacie.foster@asu.edu

EDUCATION: Arizona State University
Ph.D. Family Science, August 2002
M.S. Family Science, August 2000
Department of Family and Human Development

University of California at Santa Barbara
B.A. Sociology, June 1994
Department of Sociology

PROFESSIONAL
EXPERIENCE:

Program Director
Sanford Harmony Program
(August 2011-present)
Responsibilities: Overseeing SHP development, teacher training, trialing
and evaluation evaluation.

Project Director
LIVES of Boys and Girls Enterprise
(August 2008-August 2011)
Responsibilities: Overseeing all aspects of curriculum development and
research, management of approximately 30 team members.

Project Director
Understanding School Success (U.S.S.)
(August 2000 – August, 2009)
Responsibilities: Managing and mentoring a staff of 6-8 graduate
students and several undergraduate assistants. Supervising all aspects of
sample and staff recruitment, data collection and management.

Data Manager
Understanding School Success (BUSS)
(August, 1998- July, 2000)
Responsibilities: Supervising all aspects of data management
including data entry, cleaning, scaling, and production of research
data sets for a longitudinal project.

Project Assistant
Teen Mothers' Project
(March, 2000-August, 2000)
Responsibilities: Assisted in the development of survey instruments.
Collecting, managing, coding, and analyzing the resultant data.
Supervising undergraduate assistants in activities involving data
collection, management and coding.

Graduate Assistant

Department of Family and Human Development

(August 1996 – August 2001)

Responsibilities: Assisting faculty advisor with all aspects of manuscript preparations including literature reviews, data collection, data management, analyses and writing. Supervised undergraduate assistants.

Teaching Experience

Instructor

Arizona State University

Department of Family and Human Development

(Fall, 1999- present)

Classes taught: Human Development Through the Lifespan
Advanced Marriage and Family Relationships
Supervised Research

Average rating=1.21 on a 1 to 4 scale; highest score = 1)

REFEREED PUBLICATIONS:

Goble, P., **Foster, S.**, Bryce, C., Hanish, L., Wilkins, N., Martin, C., Fabes, R. (in review). Transition to Formal Schooling: Predictions from Children's Academic and Social Readiness. *Early Childhood Research Quarterly*.

Martin, C.L., Fabes, R., Hanish, L., **Leonard, S.A.**, Dinella, L. (2011). Experienced and expected similarity: Moving towards a comprehensive model of gender segregation. *Sex Roles*. 65 (5-6), 421-434.

Herzog, M., Umana-Taylor, A., Madden-Derdich, D., & **Leonard, S.** (2007). Adolescent mothers' perceptions of fathers' parental involvement: Satisfaction and desire for involvement. *Family Relations*, 56(3), 244-257.

Hanish, L. D., Martin, C. L., Fabes, R. A., **Leonard, S.**, Dinella, L., & Herzog, M. (2005). Peer contagion effects on young children's externalizing symptomatology. *Journal of Abnormal Child Psychology*, 33(3), 267-281.

Fabes, R.A., Valiente, C., & **Leonard, S.A.** (2003). Emotions in the family: General family and marital processes. *Journal of Marriage and Family Review, Special Issue, Vol. 1*

Fabes, R.A., **Leonard, S.A.**, & Valiente, C. (2003). Emotions in the family: Development and parent child processes. *Journal of Marriage and Family Review, Special Issue, Vol. 2*.

Madden-Derdich, D.A., **Leonard, S.A.**, & Gunnell, G. (2003). Parents' and children's perceptions of family processes in inner-city families with delinquent youth: A qualitative investigation. *Journal of Marriage and Family Therapy*, 28(3), 355-369.

Madden-Derdich, D.A. & **Leonard, S.A.** (2002). Shared experiences, unique realities: Formerly married mothers' and fathers' perceptions of parenting and custody after divorce. *Family Relations*, 37-45.

Updegraff, K.A., Madden-Derdich, D.A., Estrada, A.U., Haase, L.J., & **Leonard, S.A.** (2002). Young adolescents' experiences with parents and friends: Exploring the connections. *Family Relations*, 72-80.

Fabes, R.A., **Leonard, S.A.**, Kupanoff, K.M., & Martin, C.L. (2001). Parental coping with children's negative emotions: Relations with children's emotional and social responding. *Child Development*, 72, 907-920.

Madden-Derdich, D.A. & **Leonard, S.A.** (2000). Parental role identity and fathers' involvement in coparental interaction after divorce: Fathers' perspectives. *Family Relations*, 49, 311-318.

Madden-Derdich, D.A., **Leonard, S.A.**, & Christopher, F.S. (1999). Boundary Ambiguity between former spouses: An empirical investigation of the family systems model of divorce process. *Journal of Marriage and the Family*, 61, 588-598.

Madden-Derdich, D.A., Estrada, A.U., Updegraff, K.A., & **Leonard, S.A.** (2003). The boundary violations scale: An empirical measure of intergenerational boundary violations in families. *Journal of Marriage and Family Therapy*.

SELECTED

PRESENTATIONS: Goble, P., Martin, C., Hanish, L., **Foster, S.**, Wilkins, N., Fabes, R. (April, 2015). Free Play or Guided Play? An observational Study of Preschool Play Experiences. Poster presentation at the Society for Research in Child Development Biannual Meeting, Philadelphia, PA.

Goble, P., **Foster, S.**, Hanish, L., Martin, C., Fabes, R. (April 2013). The Transition to School: Children's Social Interaction Skills and Academic Achievement. Poster presented at the Society

for Research in Child Development Biannual Meeting, Seattle, WA.

Martin, C. L., Fabes, R. A., Hanish, L., Updegraff, K., Miller, C., Gaertner, B., Kochel, K., & **Foster, S.** (April, 2012). The Sanford Harmony Program: Program description and preliminary findings. Invited address presented at the Gender Development Research Conference, San Francisco, CA.

Hanish, L. D., Martin, C. L., Fabes, R. A., Updegraff, K., Gaertner, B.*, Miller, C.*, Kochel, K.*, Sallquist, J.*, & **Foster, S.*** (2012, April). Bringing boys and girls together in the classroom: The Sanford Harmony Program. Paper presented in L. D. Hanish (Chair), *Gender in the classroom: Issues and answers*. Annual Meeting of the American Educational Research Association, Vancouver, Canada.

Leonard, S.A., & Madden-Derdich, D.A. Preschoolers' social profiles: Examining the relations of temperament and behavior on social functioning. Symposium presentation. Society for Research in Child Development. Minneapolis, MN. April, 2001.

Madden-Derdich, D.A., Updegraff, K.A., Holmes, J.M., **Leonard, S.A.** Parent-child boundary violations: The moderating influence between interparental conflict and child conduct. Poster presentation. National Council on Family Relations. Irvine, CA. November, 1999.

Leonard, S.A. Kupanoff, K.M., Fabes, R.A., & Martin, C.L. Parental coping with children's negative emotions: Relations with children's emotional and social responding. Poster presentation: American Psychological Association, San Francisco, CA. August, 1998.

Bridget M. Gaertner, Ph.D.

Arizona State University
T. Denny Sanford School of Social and Family Dynamics
PO Box 873701
Tempe, AZ 85287-3701
480.965.3050
bridget7@asu.edu

Education

- 2012 **Ph.D. Family & Human Development**
T. Denny Sanford School of Social and Family Dynamics,
Arizona State University, Tempe, Arizona
Dissertation: *The relations of household chaos to children's language development: The mediating roles of children's effortful control and parenting*
Chair: Tracy L. Spinrad
Committee: Nancy Eisenberg, Laura D. Hanish, and Robert H. Bradley
- 2008 **M.S.W.**
School of Social Work
Loyola University Chicago, Chicago, Illinois
- 2006 – 2008 **Infant Mental Health Certificate Program**
Erikson Institute, Chicago, Illinois
- 2005 **M.S. Family & Human Development**
T. Denny Sanford School of Social and Family Dynamics,
Arizona State University, Tempe, Arizona
Thesis: *Mastery persistence in toddlers: Relations with child temperament and maternal socialization.*
Chair: Tracy L. Spinrad
Committee: Nancy Eisenberg and Laura D. Hanish
- 1996 **B.A. Psychology**
Washington University, Saint Louis, Missouri

Professional Positions

- 2014 – present **Lecturer**
T. Denny Sanford School of Social and Family Dynamics, Arizona State University, Tempe, AZ
- 2011 – 2014 **Assistant Research Professor**
Sanford Harmony Program (Richard Fabes, Ph.D., Laura Hanish, Ph.D., Carol Martin, Ph.D. & Kimberly Updegraff, Ph.D., Executive Directors)
T. Denny Sanford School of Social and Family Dynamics, Arizona State University, Tempe, AZ

- 2008 – 2011 **Program Manager**
 Sanford Harmony Program (Richard Fabes, Ph.D., Laura Hanish, Ph.D., Carol Martin, Ph.D. & Kimberly Updegraff, Ph.D., Executive Directors)
 T. Denny Sanford School of Social and Family Dynamics, Arizona State University, Tempe, AZ
- 2006 – 2008 **Research Fellow**
 Fussy Baby Network (Linda Gilkerson, Ph.D., Executive Director & Larry Gray, M.D., Medical Director)
 Erikson Institute, Chicago, IL
- 2001 – 2006 **Graduate Research Assistant**
 Toddler Emotional Development Project (Tracy L. Spinrad, Ph.D. & Nancy Eisenberg, Ph.D., Co-Principal Investigators)
 T. Denny Sanford School of Social and Family Dynamics, Arizona State University, Tempe, AZ
- 2001 – 2002 **Graduate Research Assistant**
 Pathways Project (Gary W. Ladd, Ph.D., Principal Investigator)
 T. Denny Sanford School of Social and Family Dynamics, Arizona State University, Tempe, AZ
- 2000 – 2001 **Research Assistant**
 Child-Directed Speech Project (Michael Brent, Ph.D., Principal Investigator)
 Department of Computer Science, Washington University

Teaching and Mentoring

Undergraduate Instruction

Child Dysfunction in the Family (CDE 450)

T. Denny Sanford School of Social and Family Dynamics, Arizona State University, Tempe, AZ

- Fall, 2014 (24 students; classroom delivery)
- Summer, 2014 (54 students; online delivery)

Gender & Society (FAS 264/SOC 264)

T. Denny Sanford School of Social and Family Dynamics, Arizona State University, Tempe, AZ

- Summer, 2014 (67 students; online delivery)
- Spring, 2014 (139 students; classroom delivery)
 - Supervised 2 Honors Contracts
- Fall, 2013 (49 students; classroom delivery)
 - Supervised 2 Honors Contracts

Early Childhood Intervention (CDE 337)

T. Denny Sanford School of Social and Family Dynamics, Arizona State University, Tempe, AZ

- Fall, 2014 (62 students; classroom delivery)
 - Supervised 1 Honors Contract
- Spring, 2014 (53 students; classroom delivery)
 - Supervised 1 Honors Contract
- Fall, 2013 (57 students; classroom delivery)

Gender, Peers, & Schools (FAS 498)

T. Denny Sanford School of Social and Family Dynamics, Arizona State University, Tempe, AZ

- Summer, 2010 (18 students; online delivery)

Human Development

T. Denny Sanford School of Social and Family Dynamics, Arizona State University, Tempe, AZ

- Spring, 2005 (95 students; classroom delivery)

Graduate Supervision and Mentoring

Graduate Student Advisor

Online program: MS-Family & Human Development

T. Denny Sanford School of Social and Family Dynamics, Arizona State University, Tempe, AZ

- 2014-present (~20 students/semester)

Graduate Research Assistant Supervisor

T. Denny Sanford School of Social and Family Dynamics, Arizona State University, Tempe, AZ

- 2008-2014

Graduate Research Intern Supervisor

Erikson Institute, Chicago, IL

- 2007-2008 (1 student)

Undergraduate Supervision and Mentoring

Supervisor for Supervised Research Experience (FAS 390/499)

- Fall, 2012 (1 student)
- Spring, 2012 (7 students)

Student Committees

Undergraduate Student Honors Thesis Reader

T. Denny Sanford School of Social and Family Dynamics, Arizona State University, Tempe, AZ

- Emily Bovee, Family and Human Development(defended March 28, 2013)

Translational Research Activities

Program Development

Gaertner, B. M. et al. (2014). *The Sanford Harmony Program: Prekindergarten Curriculum*. Unpublished curriculum . Arizona State University. Tempe, AZ.

Gaertner, B. M. et al. (2014). *The Sanford Harmony Program: Kindergarten Curriculum*. Unpublished curriculum. Arizona State University. Tempe, AZ.

Gaertner, B. M. et al. (2014). *The Sanford Harmony Program: Grade 1 Curriculum*. Unpublished curriculum. Arizona State University. Tempe, AZ.

Gaertner, B. M. et al. (2014). *The Sanford Harmony Program: Grade 2 Curriculum*. Unpublished curriculum. Arizona State University. Tempe, AZ.

Gaertner, B. M. & Bustamante, A. (2014). *The Sanford Harmony Program: Prekindergarten-Kindergarten Storybook Series.* Unpublished children storybooks (22 stories). Arizona State University. Tempe, AZ.

Gaertner, B. M. (2014). *The Sanford Harmony Program: Grade 1-2 Storybook Series.* Unpublished children storybooks (22 stories). Arizona State University. Tempe, AZ.

Professional Development Presentations

Gaertner, B. M. & Manaster, H. (2011). *Bringing boys and girls together: Practices that support positive peer Relationships in early childhood.* Professional development presentation. Arizona Head Start Association Mental Health Symposium. Phoenix, AZ.

Gaertner, B. M. & Manaster, H. (2010). *Come together: Bringing a mindful eye to gender in the classroom.* Professional development presentation. Southern Arizona Association for the Education of Young Children, Annual Conference. Tucson, AZ.

Gaertner, B. M. (2010). *Gender and children's learning experiences: Promoting positive peer experiences between boys and girls.* Professional development presentation. National Association for the Education of Young Children, National Institute for Early Childhood Professional Development. Phoenix, AZ.

Fabes, R., Hill, A. P., & **Gaertner, B. M. (2009).** *Considering the role of gender in organizing preschoolers' learning environments.* Professional development presentation. National Association for the Education of Young Children, Annual Conference and Expo. Washington, D.C.

Research Activities

Refereed articles

Nozadi, S. S., Spinrad, T. L., Eisenberg, N., Bolnick, R., Eggum-Wilkens, N. D., Smith, C., **Gaertner, B.**, Kupfer, A., Sallquist, J. (2013). Prediction of Toddlers' Expressive Language From Maternal Sensitivity And Toddlers' Anger Expressions: A Developmental Perspective. *Infant Behavior and Development*, (36), 650-661.

Spinrad, T. L.; Eisenberg, N., Silva, K. M., Eggum, N. D., Reiser, M., Edwards, A., Iyer, R., Kupfer, A. S., Hofer, C., Smith, C. L., Hayashi, A., & **Gaertner, B. M. (2012).** Longitudinal relations among maternal behaviors, effortful control, and young children's committed compliance. *Developmental Psychology*, (48), 552-566.

Sulik, M. J., Eisenberg, N., Lemery-Chalfant, K., Spinrad, T. L., Silva, K. M., Eggum, N. D., Betkowski, J., Kupfer, A., Smith, C., **Gaertner, B.**, Stover, D. A., & Verrelli, B. C. (2011). Interactions between serotonin transporter gene haplotypes and quality of mothers' parenting predict the development of children's noncompliance. *Developmental Psychology*.

- Zosuls, K. M., Martin, C. L., Ruble, D. N., Miller, C. F., **Gaertner, B. M.**, England, D. E., & Hill, A. P. (2011). 'It's not that we hate you': Understanding children's gender attitudes and expectancies about peer relationships. *British Journal of Developmental Psychology*, (29), 288-304.
- Sallquist, J., Eisenberg, N., Spinrad, T. L., **Gaertner, B. M.**, Eggum, N. D., & Zhou, N. (2010). Mothers' and children's positive emotions: Relations and trajectories across four years. *Social Development*, (19), 799-821.
- Eisenberg, N., Vidmar, M., Spinrad, T. L., Eggum, N. D., Edwards, A., **Gaertner, B.**, & Kupfer, A. (2010). Mothers' teaching strategies and children's effortful control: A longitudinal study. *Developmental Psychology*. (46), 1294-1308.
- Eisenberg, N., Spinrad, T. L., Eggum, N., Silva, K., Reiser, M., Hofer, C., Smith, C., **Gaertner, B.**, Kupfer, A., Popp, T., & Michalik, N. (2010). Relations among maternal socialization, effortful control, and maladjustment in early childhood. *Development and Psychopathology*, 22, 507-525.
- Eggum, N. D., Eisenberg, N., Spinrad, T. L., Reiser, M., **Gaertner, B. M.**, Vaughan, J., & Smith, C. L. (2009). The development of shyness: Relations with children's fearfulness, sex, and maternal behavior. *Infancy*, 14, 325-345.
- Mehall, K. G., Spinrad, T. L., Eisenberg, N., & **Gaertner, B. M.** (2009) Examining the relations of infant temperament and couples' marital satisfaction to mother and father involvement: A longitudinal study. *Fathering: A Journal of Theory, Research, and Practice about Men as Fathers*, 7, 23-48.
- Sallquist, J., Eisenberg, N., Spinrad, T. L., Eggum, N. D., & **Gaertner, B. M.** (2009). Assessment of preschoolers' positive empathy: Concurrent and longitudinal relations with positive emotion, social competence, and sympathy. *Journal of Positive Psychology*, 4, 223-233.
- Gaertner, B. M.**, Spinrad, T. L., Eisenberg, N. (2008). Focused attention in toddlers: Measurement, stability, and relations to negative emotion and parenting. *Infant and Child Development*, 17, 339-363.
- Gaertner, B. M.**, Spinrad, T. L., Eisenberg, N., & Greving, K. A. (2007). Parental childrearing attitudes as correlates of father involvement during infancy. *Journal of Marriage and Family*, 69, 962-976.
- Smith, C. L., Spinrad, T. L., Eisenberg, N., **Gaertner, B. M.**, Popp, T. K., & Maxon, E. (2007). Maternal personality: Longitudinal associations to parenting behavior and maternal emotional expressions towards toddlers. *Parenting: Science and Practice*, 7, 305-329.
- Spinrad, T. L., Eisenberg, N., & **Gaertner, B. M.** (2007). Measures of effortful regulation for young children. *Infant Mental Health Journal*, 28, 606-626.
- Spinrad, T. L., Eisenberg, N., **Gaertner, B.**, Popp, T., Smith, C., Kupfer, A., Greving, K., Liew, J., & Hofer, C. (2007). Relations of maternal socialization and toddlers' effortful control to children's adjustment and social competence. *Developmental Psychology*, 43, 1170-1186.

Book Chapters

Fabes, R. A., Gaertner, B. M., & Popp, T. K. (2006). Getting along with others: Social competence in early childhood. In K. McCartney & D. Phillips, (Eds.), *Handbook of early childhood development*. Oxford, England: Blackwell.

Refereed Conference Presentations

Miller, C. F., Gaertner, B., Kochel, K. P., Martin, C. L., Fabes, F. A., Hanish, L. D., Updegraff, K. A., & Foster, S. A. (2012, November). The Sanford Harmony Program: Promoting positive relationships between girls and boys. Invited talk presented in A. Ryan (Organizer), *Peers, Classroom and School Dynamics*. International Video Conference on Peer Relations, Emanating from Concordia University, Montreal, Canada.

Hanish, L. D., Martin, C. L., Fabes, R. A., Updegraff, K., Gaertner, B., Miller, C., Kochel, K., Sallquist, J., & Foster, S. (2012, April). Bringing boys and girls together in the classroom: The Sanford Harmony Program. Paper presented in L. D. Hanish (Chair), *Gender in the classroom: Issues and answers*. Annual Meeting of the American Educational Research Association, Vancouver, Canada.

Martin, C. L., Fabes, R. A., Hanish, L., Updegraff, K., Miller, C., Gaertner, B., Kochel, K., & Foster, S. (April, 2012). The Sanford Harmony Program: Program description and preliminary findings. Invited address presented at the Gender Development Research Conference, San Francisco, CA.

Sallquist, J., Gaertner, B. M., Goble, P. M., Bryce, C. I., & Manaster, H. L. (2012, April). Early Childhood SHP: The Buddy Study. In C. L. Martin (Chair), *Improving relationships between girls and boys: Preliminary findings from the Sanford project*. Symposium conducted at the meeting of the Gender Development Research Conference., San Francisco, CA.

Gaertner, B. M., Spinrad, T. L., Eisenberg, N., Sallquist, J., Hofer, C. M., Kupfer, A. S., & Eggum, N. D. (2011). *Household chaos and the development of language across the preschool years: The mediating role of effortful control*. Poster presentation. Society for Research in Child Development. Montreal, Quebec, Canada.

Edwards, A., Eisenberg, N., Spinrad, T. L., Sallquist, J., Eggum, N. D., & Gaertner, B. M. (2011). *The factor structure of effortful and reactive control: A longitudinal analysis*. Poster presentation. Society for Research in Child Development. Montreal, Quebec, Canada.

Spinrad, T. L., Eisenberg, N., Eggum, N. D., Silva, K. M., Reiser, M., Hofer, C., Smith, C. L., Gaertner, B., Kupfer, A. S., & Popp, T. (2010). *Relations among maternal socialization, effortful control, and maladjustment in early childhood*. Paper presentation. International Conference on Infant Studies. Baltimore, MD.

Sulik, M. J., Eisenberg, N., Spinrad, T. L., Vaughan, J., Eggum, N. D., Hofer, C., Kupfer, A., & Gaertner, B. M. (2009). *Vagal suppression: Moderator of the relations between socioeconomic risk and maladjustment and ego resilience in early childhood*. Poster presentation, Society for Research in Child Development. Denver, CO.

Greving, K., Spinrad, T. L., Eisenberg, N., & Gaertner, B. M. (2007). *The role of infant temperament on parental marital trajectories*. Poster presentation, Society for Research in Child Development. Boston, MA.

Smith, C. L., Spinrad, T. L., Eisenberg, N., Popp, T. K., & Gaertner, B. M. (2006). *Maternal parenting behavior with toddlers: Contributions of maternal attributions about caregiving and maternal personality*. Poster presentation, International Conference on Infant Studies, Kyoto, Japan.

Greving, K. A., Spinrad, T. L., Eisenberg, N., & Gaertner, B. M. (2005). *Relations of infant temperament and father involvement to marital satisfaction*. Paper presentation, National Council on Family Relations, Phoenix, AZ.

Spinrad, T. L., Eisenberg, N., Gaertner, B., Payne, T. & Smith, C. (2005). *Relations of maternal socialization and toddlers' effortful control to quality of children's social functioning*. Paper presentation. Society for Research in Child Development. Atlanta, Georgia.

Spinrad, T. L., Eisenberg, N., Kupfer, A., Gaertner, B. & Michalik, N. (2004). *The Coping with Toddlers' Negative Emotions Scale*. Poster presentation. International Conference on Infant Studies, Chicago, Illinois.

Gaertner, B., Greving, K. & Spinrad, T. (2003). *Mothers' and fathers' attributions of control: Relations to infant temperament*. Poster presentation. Society for Research in Child Development. Tampa, Florida.

Gaertner, B., Greving, K. & Spinrad, T. (2002). *Beyond 'who does what': Parental beliefs and their implications for father involvement*. Paper presentation. National Council on Family Relations, Houston, Texas.

Greving, K., Gaertner, B., & Spinrad, T. (2002). *Becoming a family: Parental involvement and its implications for infant and family development*. Poster presentation. International Conference on Infant Studies, Toronto, Canada.

Clinical Experience

- | | |
|-------------|---|
| 2007 – 2008 | Social Work Intern
Parents of Infants Program
Dupage County Health Department, Wheaton, IL |
| 2006 – 2007 | Social Work Intern
Fussy Baby Network
Erikson Institute, Chicago, IL |
| 2004 | Therapeutic Playgroup Facilitator
Infant Child Research Programs
Arizona State University, Tempe, AZ |

Service

University Service

2010 – 2012 Obama Scholars Mentor, Arizona State University

Professional Service

Ad Hoc Reviewer

- Early Education and Development
- Journal of Applied Developmental Psychology
- Journal of Family Issues
- Journal of Marriage and the Family
- Merrill-Palmer Quarterly
- Social Development

Professional Affiliations

Member, Infant Toddler Mental Health Coalition of Arizona (ITMHCA)

Member, National Association for the Education of Young Children (NAEYC)

Member, Society for Research in Child Development (SRCD)

Curriculum Vitae

Dr. Marcella C. Gemelli
T. Denny Sanford School of Social and Family Dynamics
Arizona State University
951 S. Cady Mall
Tempe, Arizona 85287-3701
602-810-1651; Marcella.Gemelli@asu.edu

Education

Ph.D. 2007 Sociology, Arizona State University
Dissertation: "Bridging the Digital Divide: Homeless Women Participate in Internet Life."
Comprehensive Exams: Work, Globalization

M.S. 2003 Sociology, Portland State University
Master's Thesis: "Discourses of Motherhood and Welfare: A Comparison of Activist and Non-Activist Low-Income Single Mothers."

B.A. 1996 Sociology, Minors in Women's Studies and Business (Cum Laude), University of Oregon

Teaching Experience

Online Lecturer, Program in Sociology, T. Denny School of Social and Family Dynamics, December 2010-Present
Arizona State University, Tempe, Arizona

- Family Studies 500: Graduate Research Methods
- Sociology 483: History of Social Thought
- Sociology 424: Women and Health
- Sociology 391: Research Methods
- Sociology 390: Social Statistics I
- Sociology 334: Technology and Society
- Sociology 312: Adolescence

Instructor, Women and Gender Studies, August 2007-May 2011
Arizona State University, Tempe, Arizona

- Women's Studies 394: Women, Work and Poverty
- Women's Studies 300: Women and Gender in Contemporary Society (traditional, hybrid, online)
- Women's Studies 100: Women, Gender and Society (traditional, hybrid, online)

Graduate Teaching Associate, Sociology, July 2004-December 2006
Arizona State University, Tempe, Arizona

- Sociology 464: Sociology of Women
- Sociology 391: Research Methods
- Sociology 301: Principles of Sociology

Graduate Teaching Assistant, Sociology, August 2003-December 2006

Arizona State University, Tempe, Arizona

- Sociology 415: Sociology of the Family
- Sociology 220: Sociology of Sport
- Sociology 101: Introduction to Sociology

Graduate Teaching Assistant, Sociology, March 2002-June 2002
Portland State University, Portland, Oregon

- Sociology 339: Marriage and Intimacy

Research Experience

Professional Research Experience

Associate Director for Research and School Quality, August 2007-March 2009
Arizona Charter Schools Association, Phoenix, Arizona

Publication

Gau, Rebecca and Marcella Gemelli. 2008. *Success Measured: Four Foundational Elements of Student-Level Growth*. Phoenix, AZ: Arizona Charter Schools Association.

Research Related Responsibilities

- Developed, analyzed and wrote up survey results for bi-annual surveys
- Created interview guides, conducted and transcribed interviews with school leaders, teachers and students and analyzed data using NVivo
- Assisted Director with statistical analysis of Arizona Department of Education student and school level data using JMP
- Wrote one page public relations reports on student successes
- Researched data for and created fact sheets on various aspects of public education
- Created tables, charts and graphs from statistical output using Word and Excel
- Created and implemented teacher and school leader training materials for improving school culture
- Conducted professional development workshops at charter schools for school leaders and teachers

Research Assistantships at Arizona State University

Research Assistant to Dr. Muriel Magenta, August 2003-July 2004

- Researched literature on domestic violence, homelessness and shelter programs
- Researched appropriate methodology and theory for evaluation of empowerment workshop for homeless mothers
- Developed questionnaire and created open-ended interview guide for data on homeless shelter residents
- Created and delivered Powerpoint presentations to members of the Arts, Media and Engineering program at Arizona State University
- Identified as “consultant” on documentary: “28 Women: A Chance for Independence” directed and produced by Dr. Magenta

Research Assistant to Dr. Verna Keith, June 2004

- Researched and provided literature review on project regarding women's health

Research Assistant to Dr. Jennifer Glick, January 2004-May 2004

- Proofread journal articles and book chapters for submission
- Researched and provided literature review on project regarding immigrant youth labor outcomes

Relevant Academic Experience

Interviewer, Arizona Department of Health Services, Office for Children with Special Healthcare Needs, May-June 2006

- Conducted telephone interviews with family members receiving special healthcare services

Surveyor, Arizona State University, Southwest Interdisciplinary Research Center, March-April 2006

- Implemented surveys to middle school students around the Phoenix area

Undergraduate Advisor, Portland State University, June 2002-June 2003

- Provided assistance to undergraduate Sociology majors and minors regarding degree requirements
- Represented the Sociology department at orientations and open house events. Provided information about the Sociology department and Portland State University to prospective students via e-mail, telephone and personal meetings
- Attended and participated in faculty meetings and curriculum committee meetings

Academic Publications

Gemelli, Marcella. 2008. "Understanding the Complexity of Attitudes of Low-Income Single Mothers Toward Work and Family in the Age of Welfare Reform." *Gender Issues* 24(2):101-113.

Co-Authored Publications

Gemelli, Marcella and Danielle Jackson (eds.). 2013. *Technology & Society: Making Connections between Social Systems and Interpersonal Relationships*. 3rd ed. Boston, MA: McGraw-Hill.

Vlahoulis, Michelle McGibbney and Marcella Gemelli. 2012. "Women's Studies and Cyberspace: Redesigning the Introduction to Women's Studies." *Feminist Cyberspaces: Pedagogies in Transition*, Sharon Collingwood, Alvinia Quintana and Caroline Smith (eds.). United Kingdom: Cambridge Scholars Publishing.

Encyclopedia Entries

2014. "Stay-at-Home Mothers." *Encyclopedia of Family Studies*, Connie Shehan (ed.). John Wiley & Sons.

2013. "Women's Employment." *Encyclopedia of Quality of Life Research*, Alex C. Michalos (ed.). Heidelberg, Germany: Springer.

2009. "Household Livelihood Strategies." *Encyclopedia of Gender and Society*, Jodi O'Brien (ed.). Thousand Oaks, CA: Sage Publications.

2009. "Marriage Promotion Act." *Encyclopedia of Gender and Society*, Jodi O'Brien (ed.). Thousand Oaks, CA: Sage Publications.

2009. "Simone de Beauvoir." *Encyclopedia of Gender and Society*, Jodi O'Brien (ed.). Thousand Oaks, CA: Sage Publications.

2009. "United Nations Decade for Women." *Encyclopedia of Gender and Society*, Jodi O'Brien (ed.). Thousand Oaks, CA: Sage Publications.

2009. "United Nations Development Fund for Women (UNIFEM)." *Encyclopedia of Gender and Society*, Jodi O'Brien (ed.). Thousand Oaks, CA: Sage Publications.

2008. "Equal Rights Amendment." *Battleground: Women, Gender, and Sexuality*, Amy Lind and Stephanie Brzuzy (eds.). Westport, CT: Greenwood Publishing Group.

2008. "Feminization of Poverty." *Battleground: Women, Gender, and Sexuality*, Amy Lind and Stephanie Brzuzy (eds.). Westport, CT: Greenwood Publishing Group.

Manuscripts Submitted

Gemelli, Marcella. Instructor's Manual and Test Bank for Women's Lives, by Dr. Kathleen Ferraro. Boston, MA: Pearson Allyn and Bacon.

Manuscript in Preparation

Gemelli, Marcella. "Escaping Class: How Homeless Mothers Represent Themselves on their Own Websites."

Sole-Authored Paper Presentations

"Teaching Upper Division Sociology Courses Online." 2014 Annual Meeting of the Pacific Sociological Association, Portland, Oregon; March 2014.

"Assessing a Nonprofit Redesign Through a Sociological Framework." 2012 Annual Meeting of the American Sociological Association, Denver, Colorado; August 2012.

"The Construction of Gender and Class through the Websites of Homeless Mothers." 2012 Annual Meeting of the Pacific Sociological Association, San Diego, California; March 2012.

"Using Websites as Data for Sociological Research." 2012 Annual Meeting of the Pacific Sociological Association, San Diego, California; March 2012.

"Escaping Class: How Homeless Mothers Represent Themselves on their Own Websites." 2009 Annual Meeting of the American Sociological Association, San Francisco, California; August 2009

"The Meaning of Material Culture as Evidenced Through the Websites of Homeless Mothers." 2009 Annual Meeting of the Pacific Sociological Association, San Diego, California; April 2009

"Drawing Conclusions from Visual and Ethnographic Data." 2008 Annual Meeting of the National Women's Studies Association, Cincinnati, Ohio; June 2008

“Piecing Together the Puzzle: Making Sense of Qualitative Data.” 2008 Annual Meeting of the Pacific Sociological Association, Portland, Oregon; April 2008

“‘I’ll Show it to Everyone’: Homeless Women Create Their Own Websites.” 2006 Annual Meeting of the Society for the Study of Social Problems, Montréal, Canada; August 2006

“Definitions of Motherhood: A Study of Low-Income Single Mothers.” 2006 Annual Meeting of the American Sociological Association, Montréal, Canada; August 2006

“Women’s Rights, Women’s Work: Discourses and Strategies among Actors.” 2005 Annual Meeting of the Pacific Sociological Association, Portland, Oregon; April 2005

“Shelter Against Violence: An Exploratory Study of an Empowerment Workshop for Homeless Mothers.” 2005 Communities in Collaboration Social Science Graduate Research Symposium, Arizona State University; March 2005

“Discourses of Motherhood and Welfare: A Comparison of Activist and Non-Activist Low-Income Single Mothers.” 2004 Annual Meeting of the Pacific Sociological Association, San Francisco, California; April 2004

“Discourses of Motherhood and Welfare: A Comparison of Activist and Non-Activist Low-Income Single Mothers.” 2004 Communities in Collaboration Social Science Graduate Research Symposium, Arizona State University; April 2004

“Shelter Against Violence: Digital Storytelling and the Empowerment of Women.” Presentation to art students and members of the Arizona State University Arts, Media and Engineering Center; February 2004

Invited Professional Presentations

“Establishing Instructor Presence with Tutorial Videos.” ASU College of Liberal Arts and Sciences Demofest. September 2014.

“Performance Measures: Goals, Indicators, and Outcomes.” Presentation to Fresh Start Women’s Foundation, Phoenix, Arizona; February 2012.

“Focus Group Facilitator Training.” Presentation to Fresh Start Women’s Foundation, Phoenix, Arizona; February 2011.

“Taking the Dread out of Data.” Presentation to Fresh Start Women’s Foundation, Phoenix, Arizona; October 2010.

“Transforming the Traditional Course into the Hybrid.” Presentation and workshop conducted at Truman State University Department of English, Kirksville, Missouri; July 2010

“Building a Culture that Promotes Teamwork.” Presentation at Arizona Charter Schools Association Annual Conference, Carefree, Arizona; November 2008

Arizona State University Service

Faculty Advisor, Alpha Lambda Delta/Phi Eta Sigma (ASU chapter of freshman national honor society); August 2011-Present

Committee Member, T. Denny School of Social and Family Dynamics Social Impact Initiative; February 2012-Present

Obama Scholar Mentor; August 2009-May 2011

Faculty Advisor, Inspire Arizona (ASU student organization); August 2013-Present

Faculty Advisor, Vox (ASU student organization); October 2009-Present

Faculty Advisor, FemOrg (ASU student organization); February 2009-May 2009

Member, Undergraduate Studies Committee, Women and Gender Studies; August 2008-May 2009

Graduate Student Representative, Arizona State University Commission on the Status of Women; September 2005-May 2007

President, Sociology Graduate Students; September 2005-May 2007

Grant Reviewer, Graduate and Professional Student Association; September 2005, 2004

Vice-President, Sociology Graduate Students; September 2004-August 2005

Undergraduate Student Mentoring

Sarah Decker, Undergraduate research paper 2013, "Healthcare utilization and insurance coverage of undergraduate students"

Karly Kelso, Undergraduate research paper 2012, "Religiosity and Perceptions in Emerging Adults"

Sarah Decker, Paul Bosworth, April Yax, Lauren Johnson 2012, 2013 Undergraduate Teaching Assistants

Professional Development and Community Service

Participant, Boot Camp for Teaching Online; August 2014

Participant, Boot Camp for Teaching Online; October 2012

Participant, Quality Matters, Creating quality rubrics for online teaching; March 2011

Volunteer Consultant to Fresh Start Women's Foundation on Theory of Change project; identifying appropriate data collection techniques for evaluation of services; September 2010-May 2012

Participant, College of Liberal Arts and Sciences Online Boot Camp; May 2010

Participant, Faculty 101, Center for Teaching and Learning Excellence; August-December 2007

Graduate Student Representative, Pacific Sociological Association; January 2006-April 2007

Selected Participant, Preparing Future Faculty; August 2004-May 2005

Member, Student Committee assisting Dr. Keith and Dr. Benin, Organizers of the Open Refereed Roundtables and Informal Discussion Roundtables for the 2004 American Sociological Association Annual Meeting; May 2004

Attendee, Sociologists for Women in Society Winter Meeting: Women's Rights, Globalization, and Feminist Praxis, Albuquerque, NM; January 2004

Honors/Awards

Executive Director's Advisor of the Year Alpha Lambda Delta National Honor Society; 2013

Nominee for 2012-2013 ASASU Centennial Professor Award; March 2013

Nominee for 2012-2103 Arizona State University College of Liberal Arts and Sciences Teaching Award; March 2013

Nominee for 2011-2012 Arizona State University College of Liberal Arts and Sciences Teaching Award; April 2012

Nominee for 2008-2009 Arizona State University College of Liberal Arts and Sciences Teaching Award; April 2009

Nominated and Selected Participant for Arizona State University College of Liberal Arts and Sciences Online Teaching Symposium; May 2009

Arizona State University Division of Graduate Studies Completion Fellowship; January 2007

Society for the Study of Social Problems Lee Student Support Fund; August 2006

Graduate and Professional Student Association Travel Grant Award; August 2006

Nominee for Arizona State University Faculty Women's Association Annual Award; May 2006

Nominee for Graduate and Professional Student Association Graduate Student Teacher Award; January 2005

Graduate Student of the Year in Sociology at Portland State University; June 2003

Professional Memberships

American Sociological Association
Pacific Sociological Association

Sociologists for Women in Society

Research Interests

Race, Class and Gender
Inequality/Poverty/Homelessness

Work and Organizations
Sociological Theory and Methodology

References

Dr. Bob Bolin, Professor of Sociology
School of Human Evolution and Social Change
Arizona State University
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Dr. Mary Margaret Fonow, Professor of Sociology
Director, School of Social Transformation
Professor, Women and Gender Studies
Arizona State University
PO Box 874902
Tempe, AZ 85287-4902
480-965-2358
MaryMargaret.Fonow@asu.edu

Dr. Muriel Magenta, Professor
School of Art
Herberger College of Fine Arts
Arizona State University
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Curriculum Vitae

Jennifer Elyse Glick

Sanford School of Social and Family Dynamics
Arizona State University
PO Box 873701
Tempe, AZ 85287-3701

phone: (480) 965-9209
email: Jennifer.Glick@asu.edu
fax: (480) 965-6779

Employment:

2012-Present	Director, Center for Population Dynamics, Arizona State University
2011-Present	Professor of Sociology, Arizona State University
2005-2011	Associate Professor of Sociology, Arizona State University
1999-2005	Assistant Professor of Sociology, Arizona State University
1997-1999	Assistant Professor of Sociology (Research) and Postdoctoral Research Associate, Population Studies and Training Center, Brown University

Education:

1997 Ph.D. in Sociology, The University of Texas at Austin
Dissertation: “Changing Household Structure Patterns in the Mexican Origin Population: Life Course, Family Survival Strategy and Cultural Incorporation Determinants”

1993 M.A. in Sociology, The University of Texas at Austin
Masters Thesis: “The Mixed Meanings of Home and Family: Homeless Women and Their Children”

1991 B.A. in Sociology; Minor in Human Development and Family Studies
The Pennsylvania State University

Research Support:

“Contextual Change and Health Care Utilization: A Feasibility Study”, Principal Investigator, Supplement Pilot 2 (\$145,405), 1P200MD009566-01. Parent award: Health Disparities Research at SIRC: Cultural Processes in Risk and Resiliency. An Exploratory Center of Excellence on Health Disparities Research. (2012-2017). Marsiglia, F. F., Principal Investigator. The National Institute on Minority Health and Health Disparities (NIMHD)/ National Institutes of Health (NIH) – P20MD002316-08.

“Measuring Social Competence in Diverse Migration Contexts”, Principal Investigator, CLAS Seed Grant, Arizona State University (\$31,000), 2013.

“Innovation in the Measurement of Community Contextual Features”, co-Investigator, NIH grant R21HD073758-01A1, Scott Yabiku, Principal Investigator (\$430,863) 2013-2015.

“ARRA: Family Migration Context, Development and Early School Outcomes”, Principal Investigator, NIH grant R21 HD058141 (\$404,810) 2009-2012.

Research Support continued:

- “AOC: Social Dynamics in Response to Shifting Immigration Policy and Practice: Latino Social Networks, Resource Flow, and Household Reorganization”, Principal Investigator, NSF: SES-0827024 (\$747,249) 2008-2010 (No cost extension 2011-12)
- “Family-School Connectivity: Interactions Leading to Academic Achievement for Children of Immigrants”: Principal Investigator, AERA Grants Program (\$19,999) 2008-2009
- “Early School Transitions of Immigrants' Children”: Principal Investigator, NIH grant: R03 HD44006 (\$149,750) 2003-2007
- “Stability of Mexican Immigrant Extended Family Households”: Co-Investigator, NIH grant R03, Jennifer Van Hook, Bowling Green State University, Principal Investigator (\$150,000) 2002-2004
- “Ethnicity, Marriage and Fertility in Kazakhstan” Co-Investigator, NIH grant R03, Victor Agadjanian, Principal Investigator (\$149,500) 2002-2004
- “Immigration and Early Life Course Transitions”: Principal Investigator, NIH grant: R01 HD37054-03 (\$455,598) 2000-2004
- “Union Formation and Assortative Mating Among US Immigrants”: Consultant, NIH grant, Zhenchao Qian, Ohio State University, Principal Investigator (\$559,472) 2002-2005
- “Phoenix: The Im/Migrant Nexus”: Investigator, Multi Investigator Proposal Development Grant, College of Liberal Arts, Arizona State University. (\$19,000) 2000

Publications:**Books:**

- White, Michael J. and Jennifer E. Glick. 2009. *Achieving Anew: How new immigrants do in American schools, jobs, and neighborhoods*. New York: Russell Sage Foundation.
- Winner of the 2010 American Sociological Association, Population Section, Otis Dudley Duncan Award for Distinguished Scholarship in Social Demography.*

Refereed Journal Articles: (* denotes student author)

1. Glick, Jennifer E. and Seungyong Han* (forthcoming). Socioeconomic stratification from within: Changes within American Indian cohorts in the United States: 1990-2010. *Population Research and Policy Review*. DOI: 10.1007/s11113-014-9355-4.
2. Bradley, Robert, Amy Pennar* and Jennifer E. Glick. 2014. The home environments of infants from immigrant families in the United States: Findings from the New Immigrant Survey. *Journal of Infant Mental Health*, 35: 565-579.
3. Skzupinski Quiroga, Seline, Dulce Medina* and Jennifer E. Glick. 2014. In the Belly of the Beast: Narratives of Belonging in Times of Economic and Political Stress. *American Behavioral Scientist*.
4. Glick, Jennifer E. and Scott T. Yabiku. 2014. “A moving paradox: A binational view of obesity and residential mobility.” *Journal of Immigrant and Minority Health*. DOI: 10.1007/s10903-014-0030-y.
5. Bates, Littisha and Jennifer Glick. 2013. “Does it matter if teachers and schools match the student? Racial and ethnic disparities in problem behaviors.” *Social Science Research*, 42: 1180-1190.

Refereed Journal Articles continued.

6. Glick, Jennifer E., Laquitta Walker* and Luciana Luz*. 2013. "Protective home or disadvantaged community: Linguistic isolation and children's cognitive development." *Social Science Research*, 42: 140-154.
7. Glick, Jennifer E., Robert H. Bradley, Laura Hanish and Scott T. Yabiku. 2012. "Migration timing and parenting practices: Contributions to social development in preschoolers with foreign-born and native-born mothers." *Child Development*, 83: 1527-1542. DOI: 10.1111/j.1467-8624.2012.01789.x.
8. Qian, Zhenchao; Jennifer E. Glick and Christine Baston. 2012. "Crossing Racial, Ethnic and Nativity Boundaries: Ethnic Differences in Marriage and Cohabitation." *Demography*, 49: 651-75.
9. Song, Chunyan; Mary Benin and Jennifer E. Glick. 2012. "Dropping Out of High School: The Effects of Family Structure and Family Transitions." *Journal of Divorce & Remarriage*, 53: 18-33.
10. Glick, Jennifer E. and Jennifer Van Hook. 2011. "Does a house divided stand? Kinship, reciprocity and living arrangements." *Journal of Marriage and Family*, 73: 889-1180.
11. Glick, Jennifer E. 2010. "Connecting Complex Processes: A decade of research on immigrant families" *Journal of Marriage and Family*, 72: 498-515.
12. Yabiku, Scott; Jennifer E. Glick, Elizabeth Wentz, Steve Haas and *Li Zhu. 2009. "Migration, Health, and Environment in the Desert Southwest." *Population and Environment*, 30: 131-158.
13. Glick, Jennifer E.; *Littisha Bates and Scott Yabiku. 2009. "Mother's age at arrival in the United States and children's early cognitive development." *Early Childhood Research Quarterly*, 24: 367-380.
14. Clark, Rebecca; Jennifer E. Glick and Regina M. Bures. 2009. "Immigrant families over the life course: Research directions and needs." *Journal of Family Issues*: 30: 852-72.
15. Agadjanian, Victor; *Premchand Dommaraju and Jennifer E. Glick. 2008. "Reproduction in upheaval: Ethnic-specific fertility responses to societal turbulence in Kazakhstan." *Population Studies*, 62: 211-233.
16. Brown, Susan; Jennifer Van Hook and Jennifer E. Glick. 2008. "Generational differences in cohabitation and marriage in the U.S." *Population Research and Policy Review*, 27 (5): 531-550.
17. Van Hook, Jennifer, and Jennifer E. Glick. 2007. "Immigration and living arrangements: Moving beyond the 'Instrumental needs versus acculturation' dichotomy." *Demography*, 44(2): 225-249.
18. Glick, Jennifer E. and *Hohmann-Marriott, Bryndl. 2007. "Academic performance of young children in immigrant families: The significance of race, ethnicity and national origins" *International Migration Review*, 41(2): 371-402.
19. Glick, Jennifer E.; *Stacey D. Ruf, Frances Goldscheider and Michael J. White. 2006. "Education and early family formation: Patterns by race, ethnicity and generation status." *Social Forces*, 84: 1391-1415.
20. White, Michael J.; *Ann Kim and Jennifer E. Glick. 2005. "Mapping social distance: Ethnic residential segregation in a multiethnic metro." *Sociological Methods and Research*, 34: 173-203
21. *Song, Chunyan and Jennifer E. Glick. 2004. "College attendance and choice of college majors among Asian American students." *Social Science Quarterly*, 85 (Special Issue): 1401-1421.
22. Glick, Jennifer E. and Michael J. White. 2004 "Parental aspirations and post-secondary school participation among immigrant and native youth in the United States." *Social Science Research*, 33: 272-299.

Refereed Journal Articles continued.

23. Glick, Jennifer E. and Michael J. White. 2003. "The academic trajectories of immigrant youth: Analysis within and across cohorts." *Demography*, 40: 759-784.
24. Glick, Jennifer E. and Jennifer Van Hook. 2002. "Parents' coresidence with adult children: Can immigration explain race and ethnic variation?" *Journal of Marriage and Family*, 64(1): 240-53.
25. White, Michael J. and Jennifer E. Glick. 2000. "Generation, social capital and the routes out of high school." *Sociological Forum*, 15(4): 671-91.
26. Glick, Jennifer E. 2000. "Nativity, duration of residence in the United States and the life course pattern of extended family living arrangements in the United States." *Population Research and Policy Review*, 19(2):179-198
27. Padilla, Yolanda C. and Jennifer E. Glick. 2000. "Variations in the economic integration of immigrant and U.S.-Born Mexicans". *Hispanic Journal of Behavioral Sciences*, 22(2): 179-193.
28. Glick, Jennifer E. 1999. "Economic support from and to extended kin: A comparison of Mexican Americans and Mexican immigrants in the United States." *International Migration Review*, 33(3): 745-765.
29. Van Hook, Jennifer; Jennifer E. Glick and Frank D. Bean. 1999. "Public assistance receipt among immigrants and natives: How the unit of analysis affects research findings." *Demography*, 36(1): 111-120.
30. Umberson, Debra; Kristin Anderson, Jennifer E. Glick and Adam Shapiro. 1998. "Gender, personal control and acts of domestic violence." *Journal of Marriage and the Family*, 60(2):442-52.
31. Glick, Jennifer E.; Frank D. Bean and Jennifer Van Hook. 1997. "Immigration and Changing Patterns of Extended Household/Family Structure in the United States: 1970-1990." *Journal of Marriage and the Family*, 59(1): 177-91.
32. Bean, Frank D.; Jennifer Van Hook and Jennifer E. Glick. 1997. "Country-Of-Origin, Type of Public Assistance and Patterns of Welfare Reciprocity among U.S. Immigrants and Natives." *Social Science Quarterly*, 78(2): 432-51.
33. Bean, Frank D.; Jennifer Van Hook and Jennifer E. Glick. 1996. "The Development and Assessment of Census-Based Measures of AFDC and SSI Reciprocity." *Journal of Economic and Social Measurement*, 22(1): 1-23.
34. Glick, Jennifer E. 1996. "Mothers with Children and Mothers Alone: A Comparison of Homeless Families." *Journal of Sociology and Social Welfare*, 23(2); 85-94. (reprinted) in Sociology of Families: Readings, Cheryl M. Albers. Thousand Oaks, CA: Pine Forge Press.

Book Chapters

1. Glick, Jennifer E. 2013. "Children of Migrants" *Encyclopedia of Global Human Migration*. Immanuel Ness (ed.). Malden, MA: Wiley.
2. Glick, Jennifer E, Haruna Fukui* and Michael White. 2012. Post-secondary school participation of immigrant and native youth: The role of familial resources and educational expectations. In *Handbook of US Immigration and Education*, Springer Publishing Company, Elena L. Grigorenko (Ed).

Book Chapters continued

3. Glick, Jennifer E. and Rebecca Clark. 2012. "Cognitive Development and Family Resources among Children of Immigrant Families" Chapter 10 in *Oxford Handbook on Child Development and Poverty*, Valarie Maholmes and Rosalind King (eds). New York: Oxford University Press, Oxford Library of Psychology.
4. Glick, Jennifer E. and *Littisha Bates. 2009. "Diversity in academic achievement: Children of immigrants in US schools." Chapter in *Immigration, Diversity and Education*, Elena L. Grigorenko and Ruby Takanishi (eds.) New York: Routledge Education
5. Glick, Jennifer E. and Jennifer Van Hook. 2007 "Through children's eyes: Families and households of Latino children in the United States" chapter in *Latinos in the United States: Changing the Face of America*. Havidan Rodriguez, Rogelio Saenz, and Cecilia Menjivar (eds.). New York: Springer.
6. White, Michael J. and Jennifer E. Glick. 1999. "The impact of immigration on residential segregation." in Frank D. Bean and Stephanie Bell-Rose (eds.). *Immigration and Opportunity: Race, Ethnicity and Employment in the United States*. Russell Sage Foundation.
7. Glick, Jennifer E. and Jennifer Van Hook. 1998. "The Mexican origin population of the United States in the Twentieth Century". *Migration Between Mexico and the United States: Binational Study*. Mexican Ministry of Foreign Affairs & U.S. Commission on Immigration Reform.

Conference Paper Presentations (previous 5 years):

- Glick, Jennifer E. and Seung Yong Han*. 2014. Socioeconomic stratification from within: Changes within American Indian cohorts in the United States: 1990-2010. Annual Meetings of the Population Association of America, Boston, MA, May 1-3, 2014.
- Glick, Jennifer E. and Sam Hyun Yoo*. The timing of paternal migration and children's educational aspirations. Annual Meetings of the Population Association of America, Boston, MA, May 1-3, 2014.
- Fakui, Haruna* and Jennifer E. Glick. Postsecondary enrollment of immigrant boys and girls: The effect of family contexts in the transition to adulthood. Annual Meetings of the Population Association of America, Boston, MA, May 1-3, 2014.
- Glick, Jennifer E., Carey E. Cooper and Scott Yabiku. 2013. "The schooling of migrant children across contexts: US- and Mexican-born children of immigrants in the United States and Mexico." XXVII International Union for the Scientific Study of Population International Population Conference, Busan, Korea, Augst 26-31, 2013.
- Yabiku, Scott and Jennifer Glick. 2013. "Children's Schooling, Parental Migration and Environment in Nepal." XXVII International Union for the Scientific Study of Population International Population Conference, Busan, Korea, Augst 26-31, 2013.
- Fukui, Haruna* and Jennifer Glick. 2013. Perceptions of vulnerability in time of economic downturn and draconian immigration enforcement: examination by nativity and age at migration. Annual Meetings of the Population Association of America, New Orleans, LA, April 11-13, 2013.
- Glick, Jennifer E., Carey E. Cooper and Scott Yabiku. 2013. Migrant Children and Migrants' Children: Differentials in School Enrollment in Mexico. Annual Meetings of the Population Association of America, New Orleans, LA, April 11-13, 2013.
- Hall, Sharon J., Binoj Shrestha, Scott Yabiku, Jennifer Glick, Abigail York, Dirgha Ghimire, Li An, Sean Murphy. 2013. Human community dynamics and social-ecological vulnerability in a biodiversity hotspot. Fifteenth

Annual Poster Symposium and All Scientists Meeting, Central Arizona-Phoenix, Long-Term Ecological Research (CAP LTER). Phoenix, Arizona, January 11.

- Glick, Jennifer E., Haruna Fukui*, Ducle Medina* and Seline Szkupinski Quiroga 2012. "Strengths in troubling times: Housing complexity and insecurity in South Phoenix." Annual Meetings of the American Sociological Association, Denver Co., August 17-21.
- Glick, Jennifer E. 2012. "Mexican Families in the United States: Diversity within and across generations." Annual Meetings of the Population Association of America, San Francisco, May 2-5, 2012.
- Cooper, Carey E., Jodi Swanson, Jennifer E. Glick, Richard A. Fabes and Robert H. Bradley. 2012. "Classroom Behavioral Patterns, Children's Self-Control and Kindergarten Academic and Social Competence". Annual Meeting of the American Education Research Association, Vancouver, British Columbia, April 13-April 17.
- Glick, Jennifer E. and Laquitta M. Smith*. 2011. "Immigrant Families, Communities and Child Development." Annual Meetings of the Population Association of America, Washington DC, March 30-April 2, 2011.
- Medina, Dulce*, Seline Szkupinski Quiroga, and Jennifer E. Glick. 2011. Immigrant Sentiments: Is Arizona 'Home' to Latino Immigrants? The Society for Applied Anthropology 71st Annual Meeting, March 30, 2011
- Yabiku, Scott T. and Jennifer E. Glick. 2010. "The Southwest migration Study: Findings from Culiacán and Phoenix. 3er Congreso Internacional Migraciones Globales, Mazatlán, Sinaloa, November, 2010.
- Glick, Jennifer E; Brewis, Alexandra, Seline Szkupinski-Quiroga and Amber Wutich. 2010. "Social Dynamics in Response to Shifting Immigration Policy and Practice: Latino Social Networks, Resource Flow, and Household Reorganization." Human and Social Dynamics 2010 Grantees Conference, National Science Foundation, Washington DC, September 27-28, 2010
- Glick, Jennifer E.; Scott T. Yabiku and Steven A. Haas. 2010. "A Moving Paradox: A binational comparison of residential mobility and health." Annual Meetings of the Population Association of America, Dallas, TX, April 15-17, 2010.
- *Weller, Nicole; Jennifer E. Glick, Seline Szkupinski-Quiroga, Alexandra Brewis Slade and Ben VanderMeer. 2010. "Differential health outcomes among Hispanic immigrants reporting chilling effects." Annual Meetings of the Population Association of America, Dallas, TX, April 15-17, 2010.
- Glick, Jennifer E. 2009. "Family-School Connectivity: Barriers and Opportunities for Academic Achievement among Children of Immigrants." Annual Meetings of the Population Association of America, Detroit, MI: April 30-May 2 2009.
- Glick, Jennifer E.; Elizabeth Wentz, Steven Haas and *Li Zhu. 2009. "Migration, Environment and Health in Phoenix." Annual Meetings of the Pacific Sociological Association, San Diego, CA: April 8-11, 2009.
- Glick, Jennifer E. 2009. "The importance of family migration patterns: Mothers' age at arrival and children's cognitive and academic performance." Conference: "The immigrant paradox in education and behavior: Is becoming American a developmental risk." Brown University, Providence, Rhode Island, March 6-7, 2009
- Glick, Jennifer E., Scott T. Yabiku, Steven Haas, Elizabeth Wentz and *Li Zhu. 2008. "Migration, health and environment in the desert southwest. 2ndo Congreso Internacional Migraciones Globales, Mazatlan, Sinaloa, Mexico, April 24-26, 2008.

Invited Papers, Presentations, Working Papers and Reports (previous 5 years):

- Invited Discussant, “Immigrants, Migrants and Schooling: International Perspectives.” Annual Meeting of the Association for Public Policy Analysis and Management, Albuquerque, New Mexico, November 7, 2014.
- Invited Colloquium Speaker, “A binational view of education: Should we look for assimilation?”, Center for Social and Demographic Analysis, University at Albany, State University of New York, October 24, 2014
- “Parental Migration Context, Home Environment, and the Well-Being of Children of Immigrants”. Chapter in Eunice Kennedy Shriver National Institute of Child Health and Human Development, NIH, DHHS. (2014). Health Disparities Among Children of Immigrants: Proceedings from the National Children’s Study Symposium (NA). Washington, DC: U.S. Government Printing Office.
- Invited Speaker, “Educational Data on Mexicans in the United States.” Las estadísticas de los mexicanos en Estados Unidos: Sus alcances y limitaciones. El Colegio de la Frontera Norte, Departamento de Estudios de Poblacion, October 4, 2013.
- Invited Colloquium Speaker, “Strengths in Troubling Times: Housing complexity and insecurity in South Phoenix.” Department of Sociology, UC Irvine, April 26, 2013.
- Invited Speaker, “Diverse Educational Pathways: Migrant Children in the United States and Mexico”, Family Complexity, Poverty and Public Policy Seminar Series, Institute for Research on Poverty and Center for Demography and Ecology, University of Wisconsin-Madison, March 21, 2013.
- Invited Colloquium Speaker, “More than Duration of Residence: Immigration and Children’s Well-Being” IPR, Ohio State University, April 3, 2012
- Invited Speaker, “Next generation and our future: Health disparities among children of immigrants”, National Children’s Study Symposium, National Institutes of Health, Bethesda, MD, December 15-16, 2011.
- Invited Speaker, “Generational Transitions: Divergent assimilation paths for girls and boys”, Presentation at Second Generation Workshop, Institute for Social Science, Cornell University, December 9, 2011.
- Invited Discussant, “Diversity and Inequality among Populations”, Annual Meetings of the American Sociological Association, Las Vegas, NV, August 20, 2011.
- Invited Colloquium Speaker, “More than Duration of Residence: Immigration in the Family Life Course.” UCLA, International Institute and California Center for Population Research, April 28, 2011.
- Presentation: “The Rocky Road to Wellness for Native Youth, Immigrants and Ethnic Minorities.” Faculty Cross Talk sponsored by the Office of Institutional Inclusion, Office of the Executive Vice Provost, Arizona State University, April 13, 2011.
- Invited Speaker, 50th Anniversary Conference, Population Research Center, University of Texas at Austin, November 2010.
- Glick, Jennifer E. and Ajay Chaudry. 2010. Indicators of early learning and school performance for young children of immigrants (Pre-K – 3rd Grade). Fact Sheet, Urban Institute.
- Audiocast, “U.S. Immigrant Children”, with Jennifer Van Hook for Population Reference Bureau, June 2010: <http://www.prb.org/Journalists/Webcasts/2010/usimmigrantchildren.aspx>

Organizer, “Immigration and Citizenship” Session for the 2010 Annual Meetings of the American Sociological Association, Atlanta, Georgia.

Invited Discussant, “Immigrant Intergenerational Mobility: Methods, Interpretations and Policy Implications” Conference, Center for the Study of Immigrant Integration (CSII), University of Southern California, October 28, 2009.

Invited Presentation, 2009, “Local Responses to Shifting Immigration and Economic Change.” Public Affairs Colloquium, Arizona State University, November 13, 2009.

Organizer, “Demographic Processes of Family Change” Session for the 2009 Meetings of the Pacific Sociological Association, San Diego, April 8-11, 2009

Invited Presenter, 2008, “Family Connections: Delving further into the educational trajectories of children of immigrants.” Economy Justice and Society Seminar, University of California, Davis, November 21, 2008

Invited Organizer, 2008, American Sociological Association Meetings, Session on Immigrant Families/Communities.

Discussant, “The Immigration Process and Children’s Outcomes in Origins and Destinations.” Annual Meetings of the Population Association of America, New Orleans, LA, April 19, 2008.

Work in Progress

Glick, Jennifer E., Haruna Fukui*, Dulce Medina* and Seline Szkupinski Quiroga. “Strengths in troubling times: Housing complexity and insecurity in South Phoenix.” Under review.

Cooper, Carey; Richard Fabes, Jodi Swanson, Robert Bradley and Jennifer Glick. “Relations among Classroom Behavioral Patterns, Children’s Self-regulation, and Kindergarten Academic and Social Competence”

Glick, Jennifer E. and Julie Park. “Migration, Assimilation, and Social Welfare.” For *The Handbook of Migration*, Michael J. White (eds.) Forthcoming.

Fukui, Haruna* and Jennifer E. Glick. “Postsecondary education participation in the United States by immigrant generation status and gender.” Under Review.

Szkupinski Quiroga, Seline, Dulce Medina* and Jennifer E. Glick. Latino Families: Differential strategies for confronting economic uncertainty. Revise and Resubmit.

Glick, Jennifer E. and Carey Cooper. “Family-School Connectivity: Enhancing academic achievement among Mexican, Black and non-Hispanic white children”.

Honors:

Duncan Book Award for scholarly book in social demography, American Sociological Association, Population Section, for *Achieving Anew*, with M. White, 2010

Outstanding Research Award, The Society for Social Work and Research for the publication “Variations in the Economic integration of Immigrant and US born Mexicans”, with Y. Padilla, 2002

Dissertation Fellowship, University of Texas at Austin 1996-1997

NICHHD Traineeship (Demography), University of Texas at Austin, 1992-95

Phi Beta Kappa and Phi Kappa Phi, Pennsylvania State University, 1991

Graduated with Distinction and Honors in Sociology, Pennsylvania State University, 1991

University Scholar, Pennsylvania State University

Teaching:

- “Sociology of Population”: undergraduate course on population dynamics and current population issues.
- “Studies of the Family”: graduate seminar
- “Sociology of Immigration”: graduate seminar
- “Family Sociology”: undergraduate course focused on the interaction of family and other social institutions
- “Family Demography”: graduate course surveying the field of family demography
- “Applied Demography/Demographic Methods: graduate course (open to advanced undergraduates)
- “Baby Boom, Generation X and Beyond” undergraduate course on US population trends

Graduate Student Mentoring:*Doctoral Students supervised:*

Ken Davis, Ph.D., Chair, Summer 2009

Dissertation: “Predicting the Academic Attainment of African American Students.”

Littisha (Scott) Bates, Ph.D., Chair, Spring 2009

Dissertation: “Racial and ethnic differences in educational trajectories: A look at the role of parental involvement, schools and families.”

Bryndl Hohmann-Marriott, Ph.D., Chair, Summer 2005

Dissertation: “Resilient relationships: Couple similarity and the stability of fragile unions.”

Chunyan Song, Ph.D., Chair Spring 2005

Dissertation: “Achievement in education and income among young Asian and Hispanic Americans”

Stacey D. Ruf, Ph.D., Chair, Summer 2003

Dissertation: “The effect of school socioeconomic status on racial and ethnic differences in school-age premarital childbearing.”

Masters Students supervised:

Ben Vandermeer, M.A., Chair, Fall 2010

Thesis: “Ethnic Identity and the Bridge Generation: The children of immigrants and American identity formation.”

Jeanne Blackburn, M.A., Chair, Summer 2006

Thesis: “The complexity of family structure and children’s school performance: Disentangling the effects of family composition, stability, and parental/guardian involvement”

Li Zhu, M.A., Chair, Spring 2006

Thesis: “Who Interracially Cohabits? Cohabitation between Asians and Whites in the US”

Yun Zhou, M.A., Chair, Spring 2004

Thesis: “Racial Group Differences in the Effect of Parental Encouragement on Students’ Aspirations”

Jian Ye, M.A., Chair, Spring 2002

Thesis: Social Determinants of Early Parental Educational Expectations across four panethnic groups”

Chunyan Song, M.A., Chair Spring 2001

Thesis: “Post-Secondary Education Attendance and Choice of College Majors Among Asian American Students”

Graduate Student Committees:

Seungyong Han, PhD (SOC), committee member, Fall 2014
 Haruna Fukui, PhD (SOC), committee member, Fall 2014
 Norma Perez, PhD (FHD), committee member, Spring 2012
 Premchand Dommarju, PhD, committee member, Summer 2008
 Winfred Avogo, PhD, committee member, Summer 2008
 Tanya Nieri, PhD, committee member, Spring 2007
 Littisha Scott, M.A., committee member, Spring 2006
 Cayla Buell, M.A., committee member (Geography) Fall 2005
 Stephen Sills, PhD, committee member Spring 2004
 Fang Yang, M.A., committee member Spring 2002
 Stephen Sills, M.A., committee member Fall 2000

Other Graduate Service/Mentoring:

Interim Director of Graduate Studies, Sociology, ASU 2009-2010.

Participant in ASU/Spencer Scholar seminar, “Sociocultural Perspectives on Educational Equity” (2002 and 2003)

Undergraduate Student Mentoring:

Samantha Booher, Undergraduate Honors Thesis 2013-2014

Thesis: “Analysis of Mesa Urban Garden’s impact on their community”

Alejandra Argento, Undergraduate Research Assistant, Spring 2013

Frances Charnicki, Undergraduate Honors Thesis 2005-2006

Thesis: “Factors Contributing to the Elementary School Performance of American Indian Children”

Amber Beamon, Undergraduate Research Assistant Spring 2003

Melissa Fuentes and Nicole Santos, Undergraduate Internships, Spring 2005

Service to the Profession (previous five years):

Member, Committee on Population Statistics, Population Association of America (2013-2014)

Member, Duncan Book Award Committee, ASA Section on Population (2012-2013; Chair 2013-2014)

Member, Nominating committee, ASA Section on International Migration (2012-2013)

Member Board of Directors, Population Association of America (2009-2011)

Member, Graduate Student Paper Award Committee, ASA Section on Family (2009)

Chair, Graduate Student Paper Award Committee, ASA Section on International Migration (2009)

Member Program Committee, Pacific Sociological Association Meetings, San Diego, CA (2009).

Elected Member of Council, ASA Section on the Family (2007-2009)

Member of the Editorial Board, *American Sociological Review* (2006-2009)

Regular member, Health of the Population (HOP) Integrated Review Group, Center for Scientific Review, National Institutes of Health (NIH) (October 2005-2009)

External Proposal reviewer: Social Sciences and Humanities Research Council of Canada (2004)

Regular Reviewer: *American Education Research Journal, American Sociological Review, Child Development, Demography, Demographic Research, Early Childhood Research Quarterly, International Migration Review, Journal of Marriage and Family, Journal of Family Issues, Journal of Gerontology: Social Sciences, Population Research and Policy Review, Sociology of Education, The Sociological Quarterly, Social Forces, Sociological Perspectives, Sociological Forum; Work and Occupations, National Science Foundation.*

Community Service:

Presentation: “What do demographic trends mean for Arizona? An overview of Arizona’s changing population”, ‘Bridging America Taskforce, A project of the American Jewish Committee and The Ford Foundation, Meeting held in Phoenix Arizona, January 7, 2010

Presentation: “What’s going on in South Phoenix: A community snapshot.” An overview of results from the longitudinal South Phoenix Community Study presented at the South Mountain Village Community Forum, September 2012.

Samuel B. Green

Personal Information

Campus Address: 117 Social Science Building
Tempe, AZ 85287-3701

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Educational History

1971-1975: University of Georgia, Athens, Georgia
Ph.D. in Psychology. Specialization: Measurement and Human Differences

1969-1971: Marquette University, Milwaukee, Wisconsin
M.S. in Psychology. Specialization: Clinical Psychology

1966-1969: West Virginia University, Morgantown, West Virginia
B.A. in Psychology

Academic Appointments

2000-present: Arizona State University

Interim Director of Division of Psychology in Education (2006-2007)

Professor of Educational Psychology (2000-2010)

Professor in T. Denny Sanford School of Social and Family
Dynamics (2010-Present)

1989-2000: University of Kansas

Professor in Psychology and Research in Education (1999-2000)

Professor and Chair of the Department of Psychology and
Research in Education (1997-1999)

Associate Professor and Chair of the Department of Educational
Psychology and Research (EPR) (1995- 1996)

Associate Professor in EPR Department (1991-1995)

Assistant Professor in EPR Department (1989-1991)

1974-1989: Auburn University
Professor in Psychology Department (1985-1990)
Associate Professor in Psychology Department (1979-1985)
Assistant Professor in Psychology Department (1974-1979)

Teaching Experience

Arizona State University: I have taught graduate-level courses in univariate and multivariate statistics.

University of Kansas: I taught almost exclusively graduate-level courses in univariate and multivariate statistics.

Auburn University: I taught undergraduate and graduate courses in statistics, measurement, and industrial/organizational psychology.

Student Committees

I have chaired the committees of 25 doctoral students and have been a member of over 250 master's and doctoral committees.

University Service

Arizona State University

2011-2013	Co-Chair, SSFD Personnel Committee
2011-2013	Member, SSFD Leadership Committee
2010-2011	Member, Measurement and Statistical Analysis Faculty
2010-2011	Member, SSFD Personnel Committee
2009-2010	Member, Search Committee for Four Faculty Members in Science Education and Math Education
2008-2010	Member, Personnel Committee for College of Education
2009-2009	Chair, Search Committee for Executive Dean
2008-2009	Leader of Educational Psychology Program
2008-2008	Task Force Committee to Revise Teacher Education Program
2002-2006	Leader of Educational Psychology Program
2000-2006	Coordinator of the Measurement, Statistics, and Methodological Studies (MSMS) Concentration in Educational Psychology
2005-2006	Chair, Search Committee for a Faculty Member in the Measurement, Statistics, and Methodological Studies Concentration
2000-2006	Member, Personnel Committee for the Division
2002-2005	Member, College Counsel

- 2000-2002 Chair, Search Committee for a MSMS Faculty Member
- 2000-2001 Member, Search Committee for two Faculty Members in Division of Educational Leadership and Policy Studies

University of Kansas

- 1997-2000: Chair, School of Education Technology Council
- 1999-2000: Member, Planning Committee for School of Education Future Forum
- 1999-2000: Member, Planning Committee for School of Education Issues Forum
- 1998-2000 Member, Graduate Research Training Committee
- 1996-1997: Member, Committee to Consider Technology and Instruction at KU
- 1994-1997: Member, School of Education Committee to Revise Graduate Education
- 1995-1996: Member, School of Education Reorganization Task Force
- 1994-1995: Coordinator, EPR Statistics/Measurement Faculty
- 1995-1996: Member, School of Education Curriculum Committee
- 1992-1993: Member, Committee for the Evaluation of EPR Chair
- 1992-1993: Chair, Search Committee for Quantitative/Measurement Faculty Member
- 1991-1992: Chair, Search Committee for Quantitative/Measurement Faculty Member
- 1990-1992: Member, Grievance Committee of the School of Education
- 1990-1993: Member, Advisory Committee on Human Experimentation (ACHE)
- 1989-1991: Member, First-Level Review Committee for the General Research Fund

Auburn University

- 1988-1989: Member, Faculty Advisory Committee to the Dean
- 1988-1989: Chair, Search Committee for Industrial/Organizational Psychology Faculty Member
- 1988-1989: Chair, Committee to Develop Promotion and Tenure Guidelines for the School of Liberal Arts
- 1974-1989: Member, The Graduate School's Quantitative Research Consulting Committee
- 1987-1989: Senator, Psychology Department, University Faculty Senate
- 1976-1987: Chair, Department of Psychology Graduate Admissions Committee
- 1984-1987: Member, University Admissions Committee
- 1984-1986: Member, University Committee To Evaluate University Student Grievance Committee
- 1984-1985: Chair, Minority Recruitment Committee for Psychology
- 1984-1985: Acting Chair, Graduate Industrial/Organizational Psychology Program
- 1984-1985: Chair, Search Committee for Industrial/Organizational Psychology Faculty Member
- 1981-1982: Chair, Search Committee for Quantitative Psychology Faculty Member
- 1981-1982: Chair, University Student Grievance Committee
- 1980-1981: Member, University Student Grievance Committee
- 1976-1977: Chair, Search Committee for Industrial/Organizational Psychology Faculty Member
- 1974-1975: Member, Arts and Sciences Faculty Evaluation Committee

Faculty Honors

Currently on Editorial Boards for the following journals: *Structural Equation Modeling*, *Psychological Methods*, *Educational and Psychological Measurement*, and *Journal of Counseling Psychology*

Past Chair of Special Interest Group on Structural Equation Modeling

Recipient of the 1998 Award for Outstanding Scholar for the School of Education

Nominated in 1996 for the Kemper Teaching Award

Recipient of the 1989 Award for Outstanding Achievement in Academic and Scholarly Activities (Awarded by the Alabama Psychological Association)

Past President of the Southeastern Society for Multivariate Experimental Psychology

Funding

- 2013-2016 Home Inventory: Reviews of Interventions, Exposure to Teratogens and Measurement, Co-PI. Amount: \$781,109.
- 2011-2015 Working Memory And Word Learning In Children With Typical Development And Language Impairment, Co-PI. Amount: \$2,992,822.
- 2004-2005: Evaluation of an Alternative College of Education Teaching Evaluation Form. Amount: \$12,000.
- 2003-2004: Evaluation of the Maricopa Community College Learning and Instruction Center. With Dee Spencer. Amount: \$50,000.
- 2002-2003: Development of Alternatives for College of Education Teaching Evaluation Form. Amount: \$12,000.
- 1994-2000: Co-Director of the Research Design and Analysis Core for the Life Span Institute (Largest funded institute at the University of Kansas)
- 1997-1998: GRF, University of Kansas. Evaluation of methods to analyze a common experimental educational design. Amount: \$6,400
- 1990-1994: Development of standards, policies and procedures for the evaluation of assessment instruments used in the California community colleges. With John Poggio and Douglas Glasnapp. Amount: \$420,000
- 1990-1994: Projects for the Kansas Department of Education. With John Poggio, Douglas Glasnapp, and Nona Tollefson. Amount: \$100,000
- 1993-1994: GRF, University of Kansas. Are classroom tests that assess higher-order thinking valid? Amount: \$7,423
- 1989-1990: Auburn University School of Education Research Grant. With Gerald and Glennelle Halpin. Amount: \$1500
- 1984-1985: RISE Research Grant with the Air Force. Amount: \$25,993
- 1983-1984: Air Force Summer Faculty Research Program. Amount: Summer salary and expenses.
- 1980-1981: Psychometric and biographic descriptors of juvenile delinquents in the state of Alabama. With Crystal Kelley. Amount: Summer salary and expenses.
- 1978-1979: Evaluation of Head Start children for Chambers, Tallapoosa, and Coosa Head Start program. Amount: Approximately \$3,500

Consulting Experiences

Consultant to a number of private and public organizations, such as Xerox, PPG, City of Montgomery, and the Center for Business and Economic Development. Duties: Test development, statistical analyses, and evaluation of testing programs.

Research Presentations

I have made many presentations at meetings of organizations such as the American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education. I have listed below only those that were not later published as journal articles.

Hogan, T.P., Gray, S., Alt, M., Green, S.B., Cabbage, K.L. & Cowan, N. (2014, October) *Working memory in children with dyslexia*. 2nd Annual Meeting of the New England Research on Dyslexia (NERDY) Society, Boston, MA.

Hogan, T.P., Gray, S., Alt, M., Green, S.B., & Cowan, N. (2014, September). Working memory deficits in children with dyslexia: global or local? Seventh European Working Memory Symposium, Edinburgh, Scotland.

Alt, M., Gray, S., Hogan, T.P., Green, S.B., & Cowan, N. (2014, June). Word learning deficits in children with dyslexia: More than phonology. Symposium on Research in Child Language Disorders Annual Conference, Madison, WI.

Green, S. B., Lai, K., Levy, R., Reichenberg, R., Xu, Y, Thompson, M.S, Yel, N., Eggum-Wilkens, N. D., & Kunze, K. L., Iida, M. (April, 2014). Assessing Model Similarity in Structural Equation Modeling.

Green, S. B., Thompson, M. S., Levy, R., & Redell, N. (April, 2013). Accuracy of revised and traditional parallel analyses for assessing dimensionality with binary data. Presented at the Annual Meeting of the American Educational Research Association.

Green, S. B., Lo, W-J, Thompson, M. S., & Levy, R. (April, 2012). A stepwise hypothesis-testing approach to assess the number of underlying factors: Revised parallel analysis as an alternative to maximum likelihood testing. Presented at the Annual Meeting of the American Educational Research Association.

Green, S. B. & Thompson, M. S. (May, 2010). Interpretation of parameters of models with composite factors. Presented at Annual Meeting of the American Educational Research Association.

- Yang, Y. & Green, S. B (May, 2010). An evaluation of non-linear SEM reliability coefficient Presented at Annual Meeting of the American Educational Research Association.
- Green, S. B. Thompson, M. S., & Kreiger, T. (April, 2007). Type I Error and Power of MANOVA: A Comparison of Traditional and SEM-Based Approaches. Presented at Annual Meeting of the American Educational Research Association.
- Green, S. B., & Yang, Y. (April, 2005). K-Split Coefficient Alpha. Presented at Annual Meeting of the American Educational Research Association.
- Argo, A., Chen, Y-H, Gorin, J. S., Green, S. B., Krech, P. R., Lo, W., Mitchell, L., Thompson, M. S. Yang, Y. (April, 2005). Item Analysis Methods for Emergent Factors: A Case Study of a Stress Scale. Presented at Annual Meeting of the American Educational Research Association.
- Green, S. B., & Thompson, M. S. (April, 2004). Assessment of Essential Unidimensionality and the Schmid-Leiman Transformation. Presented at Annual Meeting of the American Educational Research Association.
- Green, S. B., & Thompson, M. S. (April, 2003). Understanding Discriminant Analysis/MANOVA through Structural Equation Modeling. Presented at Annual Meeting of the American Educational Research Association
- Thompson, M. S., Green, S. B., Stockford, S. M., Yu, C. H., Chen, Y-H, & Lo, W-J (2002). The .05 level: The probability that the independent-samples t test should be applied. To Be Presented at Annual Meeting of the American Educational Research Association.
- Green, S. B., Marquis, J., Wallace, D., & Bovaird, J. A. (April, 2001). A comparison of analytical methods for for studies with a between-subjects treatment factor and a repeated-measures factor. Presented at Annual Meeting of the American Educational Research Association.
- Green, S. B., Wallace, D., Marquis, J., & Bovaird, J. A. (April, 2000). Tests of between-classrooms treatment effects with the general and the mixed linear models. Presented at Annual Meeting of the American Educational Research Association.
- Swisher, J. D., Green, S. B., Tollefson, N. (April, 1999). Using curriculum-embedded assessment for making educational decisions: an empirical study with implications for including students with disabilities in accountability. Presented at Annual Meeting of the American Educational Research Association.
- Thompson, M. S., Green, S. B., & Poirier, J. (April, 1998). A Monte Carlo investigation of chi-square tests for assessing unidimensionality of binary items using structural equation modeling. Presented at Annual Meeting of the American Educational Research Association.

- Akey, T. M., & Green, S. B. (April 1997). To help or not to help: A study of group and individual influences in moral decision-making. Presented at the annual meeting of the American Educational Research Association.
- Akey, T. M., & Green, S. B. (April 1997). The relationship between power and correlations between dependent variables in a two-group MANOVA. Presented at the annual meeting of the American Educational Research Association.
- Jensen, C., Hansen, C., & Green, S. B. (July, 1996). An investigation of item difficulty incorporating the structure of listening tests: A hierarchical linear modeling analysis. 18th Language Testing Research Colloquium. Tampere, Finland.
- Green, S. B. (April, 1995). Is coefficient alpha a conservative, an accurate, or liberal estimate of reliability? All of the above. Presented at the annual meeting of the American Educational Research Association.
- Green, S. B., Tollefson, N., & Fleming, K. (April, 1994). Teacher preference for traditional versus portfolio assessment: An experimental study. Presented at the annual meeting of the National Council on Measurement in Education.
- Green, S. B. (April, 1993). Translating the AERA/APA/ NCME Standards : Theory to practice. Presented at the annual meeting of the National Council on Measurement in Education.
- Green, S. B., & Tollefson, N. (April, 1992). Student and teacher judgments about lower- and higher-order test items. Presented at the annual meeting of the National Council on Measurement in Education.
- Green, S. B., Halpin, G., & Halpin, G. (April, 1991). Some perspectives on why teachers develop classroom tests that are not intellectually challenging. National Council on Measurement in Education.
- Green, S. B., Halpin, G., & Halpin, G. (March, 1990). Classroom tests assess higher-order cognitive functioning: An illusion of college instructors? Presented at the annual meeting of the National Council on Measurement in Education.
- Green, S. B., Halpin, G., & Halpin, G. (August, 1989). Evaluation of intellectually challenging items by teachers-to-be. Presented at the annual meeting of the American Psychological Association.
- Green, S. B., Halpin, G., & Halpin, G. (March, 1989). Knowledge versus higher-order items and student perceptions of item fairness. Presented at the annual meeting of the National Council on Measurement in Education.
- Green, S. B., & Schwarz, R. (August, 1986). Relationship between mood states and alcohol consumption for college students. Presented at the annual meeting of the American Psychological Association.

- Green, S. B., & Schaer, B. (November, 1984). Gender bias in the prediction of college GPA. Presented at the annual meeting of the Midsouth Educational Research Association.
- Green, S. B. (March, 1984). A new look at test bias. Presented at the annual meeting of the Southeastern Society for Multivariate Experimental Psychology.
- Lewis, R., & Green, S. B. (March, 1982). Psychological individuation in marriage: Development of a measure. Presented at the annual meeting of the Southeastern Psychological Association.
- Green, S. B. (August, 1977). The cross-validation of cross-product terms in multiple regression analysis. Presented at the annual meeting of the American Psychological Association.
- Green, S. B., & Alverson, L. (May, 1977). Reliability of the multiplicative index. Presented at the annual meeting of the Southeastern Society for Multivariate Experimental Psychology.
- Green, S. B., & Noles, K. (May, 1976). The application of ARIMA models in applied and experimental settings. Presented at the annual meeting of the Southeastern Society for Multivariate Experimental Psychology.
- Brush, D. H., French, N. R., Green, S. B., & Laszlo, J. P. (September, 1975). Assessing the impact of intergroup relations training in the Army. Presented at the annual meeting of the American Psychological Association.

Books

- Green, S. B., & Salkind, N. (1997-2013). *Using SPSS for Windows and Macintosh: Analyzing and Understanding Data, 1st through 7th Ed.* Upper Saddle River., NJ: Prentice-Hall.
- Salkind, N., & Green, S. B. (2010). *SPSS QuickStarts.* Upper Saddle River., NJ: Prentice-Hall.

Chapters

- Thompson, M. S., & Green, S. B. (2013). Evaluating between-group differences in latent variable means. In G. R. Hancock & R. O. Mueller (Eds.), *A Second Course in Structural Equation Modeling*. 2nd Ed. (pp. 163-218). Greenwich, CT: Information Age Publishing.
- Green, S. B., & Thompson, M. S. (2012). A flexible SEM approach for analyzing means. In R. H. Hoyle (Ed.). *Handbook of Structural Equation Modeling* (pp. 119-169). New York: Guilford Press.

- Thompson, M. S., & Green, S. B. (2006). Evaluating between-group differences in latent variable means. In G. R. Hancock & R. O. Mueller (Eds.), *A Second Course in Structural Equation Modeling* (pp. 119-169). Greenwich, CT: Information Age Publishing.
- Green, S. B., & Thompson, M. S. (2003). Structural equation modeling in clinical research. In M. C. Roberts & S. S. Illardi (Eds.), *Methods of Research in Clinical Psychology: A Handbook*. London: Blackwell.
- Wallace, D., & Green, S. B. (2002). Analysis of repeated-measures designs with linear mixed models. In D. S. Moskowitz & S. L. Hershberger (Eds.), *Modeling Intraindividual Variability with Repeated Measures Data: Method and Applications*. Englewood Cliffs, NJ: Erlbaum.
- Hershberger, S. L., Wallace, D. D., Green, S. B., & Marquis, J. (1999). Meta-analysis of data from single-subject designs. In R. H. Hoyle (Ed.), *Statistical Analyses for Small-N Research*. (pp. 107-132), Thousand Oaks, CA: Sage.

Research Publications

- Green, S. B., Thompson, M. S., Levy, R., & Lo, W.-J. (2014). Type I and II Error Rates and Overall Accuracy of the Revised Parallel Analysis Method for Determining the Number of Factors. *Educational and Psychological Measurement*. doi: 10.1177/ 0013164414546566.
- Yang, Y. & Green, S. B. (2014). Evaluation of Structural Equation Modeling Estimates of Reliability for Scales with Ordered Categorical Items. *Methodology*. doi:10.1027/1614-2241/1000087
- Svetina, D. S., Crawford, A. V., Levy, R., Green, S. B., Scott, L., Thompson, M. S., Gorin, J. S., Fay, D., & Kunze, K. L. (2013). Designing small-scale tests: A simulation study of parameter recover with the 1-PL. *Psychological Test and Assessment Modeling*, 55, 335-360.
- Green, S. B., Levy, R., Thompson, M. S., Lu, M., & Lo, W.-J. (2012). A proposed solution to the problem with using completely random data to assess the number of factors with parallel analysis. *Educational and Psychological Measurement*, 72, 357-374.
- Yang, Y. & Green, S. B. (2011). Coefficient alpha: A reliability coefficient for the 21st century? *The Journal of Psychoeducational Assessment*. 29, 377–392.
- Green, S. B. & Thompson, M. S. (2010). Can specification searches be useful for hypothesis generation? *Journal of Modern Applied Statistical Methods*, 9, 160-171.
- Crawford, A., Green, S. B., Levy, R., Lo, W.-J., Scott, L., Svetina, D., Thompson, M. S. (2010). Evaluation of parallel analysis methods for determining the number of factors. *Educational and Psychological Measurement*, 70, 885-901.

- Babyak, M. A. & Green, S. B. (2010). Confirmatory factor analysis: An introduction for psychosomatic medicine researchers. *Psychosomatic Medicine*, 72, 587-597.
- Yang, Y., & Green, S. B. (2010). A note on structural equation modeling estimates of reliability. *Structural Equation Modeling*, 17, 66-81.
- Thompson, B. L., Green, S. B., & Yang, Y. (2010). Assessment of the maximal split-half coefficient to estimate reliability. *Educational and Psychological Measurement*, 70, 232-251.
- Green, S. B., & Yang, Y. (2009). Reliability of summed item scores using structural equation modeling: An alternative to coefficient alpha. *Psychometrika*, 74, 155-167.
- Green, S. B., & Yang, Y. (2009). Commentary on coefficient alpha: A cautionary tale. *Psychometrika*, 74, 121-135.
- Kwok, O., West, S. G., Green, S. B. (2007). The impact of misspecifying the within-subject covariance structure in multiwave longitudinal multilevel models: A monte carlo study. *Multivariate Behavioral Research*, 42, 557-592.
- Green, S. B., & Thompson, M. S. (2006). Structural equation modeling for conducting tests of differences in multiple means. *Journal of Psychosomatic Medicine*, 68, 706-717.
- Ross, M.E., Green, S. B., Salisbury-Glennon, J. D., Tollefson, N. (2006). College Students' Study Strategies as a Function of Testing: An Investigation into Metacognitive Self-Regulation. *Innovative Higher Education*, 30, 361-375.
- Thompson, M. S., Green, S. B. Chen, Y., Stockford, S., & Lo, W. (2005). Power of the *t* Test for Normal and Mixed Normal Distributions. *Journal of Modern Applied Statistical Methods*, 4, 591-597.
- Laird, S., Snyder, C. R., Rapoff, M., & Green, S. B. (2004). Measuring private prayer: Development, validation, and clinical application of the Multidimensional Prayer Inventory. *The International Journal for the Psychology of Religion*, 14, 251-272.
- Green, S. B. (2003). A coefficient alpha for test-retest data. *Psychological Methods*, 8, 88-101.
- Green, S. B., Thompson, M. S., & Poirier, J. (2001). An adjusted Bonferroni method for elimination of parameters in specification addition searches. *Structural Equation Modeling*, 8, 18-39.
- Haff, G.G., Koch, A. J., Potteiger, J. A, Kuphal, K. E., Magee, L.M., Green, S. B., & Jakicic, J. J. (2000). Carbohydrate supplementation attenuates muscle glycogen loss during acute bouts of resistance exercise. *International Journal of Sport Nutrition and Exercise Metabolism*, 10, 326-339.

- Green, S. B., & Hershberger, S. L. (2000). Correlated errors in true score models and their effect on coefficient alpha. *Structural Equation Modeling*, 7, 251-270.
- Huston, A. C., Wright, J. C., Marquis, J., & Green, S. B. (1999). How young children spend their time: Television and other activities. *Developmental Psychology*, 35, 912-925.
- Green, S. B., Marquis, J. G., Hershberger, S. L., Thompson, M., & McCollum, K. (1999). The overparameterized analysis-of-variance model. *Psychological Methods*, 4, 214-233.
- Green, S. B., Thompson, M. S., & Poirier, J. (1999). Exploratory analysis to improve model fit: Errors due to misspecification and a strategy to reduce their occurrence. *Structural Equation Modeling*, 6, 113-126.
- Green, S. B., Thompson, M. S., Babyak, M. A. (1998). A Monte Carlo investigation of methods for controlling Type I errors with specification searches in structural equation modeling. *Multivariate Behavioral Research*, 33, 365-384.
- Swisher, J. D., & Green, S. B. (1998). An empirical study comparing curriculum embedded assessment and traditional aptitude measures for predicting job-related outcomes for students with disabilities. *Educational Assessment*, 5, 57-70.
- Flemming, K., Ross, M., Tollefson, N., & Green, S. B. (1998). Teachers' choices of test-item formats for classes with diverse achievement levels. *Journal of Educational Research*, 91, 222-228.
- Almuzaini, K. S., Potteiger, J. A., & Green, S. B. (1998). Effects of split exercise sessions on excess post-exercise oxygen consumption and resting metabolic rate. *Canadian Journal of Applied Physiology*, 23, 433-443.
- Green, S. B., & Babyak, M. A. (1997). Control of Type I error with multiple tests of constraints in structural equation modeling. *Multivariate Behavioral Research*, 32, 39-52.
- Green, S. B., Akey, T. M., Flemming, K. K., Hershberger, S. L., & Marquis, J. G. (1997). Effect of the number of scale points on chi-square fit indices in confirmatory factor analysis. *Structural Equation Modeling*, 2, 108-120.
- Green, S. B., Halpin, G., & Halpin, G. (1996). Students' and novice teachers' evaluation of intellectually challenging classroom test items. *Professional Educator*, 19, 13-22.
- Green, S. B., & Ross, M. E. (1996). A theory-based measure of coping strategies used by teachers: The Problems in Teaching scale. *Teaching and Teacher Education*, 315-325.
- Markham, P., Green, S. B., & Ross, M. E. (1996). Identification of stressors and coping strategies of ESL/bilingual, special education, regular teachers. *The Modern Language Journal*, 80, 141-150.

- Tate, J. C., Stanton, A. L., Green, S. B., & Schmitz, J. (1996). Assessing the validity of nicotine abstinence effects by self- and observer ratings under "blinded" conditions. *Experimental and Clinical Psychopharmacology*, 4, 330-335.
- Tate, J. C., Stanton, A. L., Green, S. B., Schmitz, J., Lee, T., & Marshall, B. (1994). Experimental analysis of the role of expectancy in nicotine withdrawal. *Psychology of Addictive Behaviors*, 169-178.
- Behrens, G. A., & Green, S. B. (1993). The ability to identify emotional content of solo improvisations performed vocally and on three different instruments. *Journal of Psychology of Music*, 21, 20-33.
- Granier, M. J., Green, S. B., & Armenakis, A. A. (1991). An experimental approach to evaluate methods to detect scale recalibration. *Educational and Psychological Measurement*, 51, 597-607.
- Green, S. B. (1991). How many subjects does it take to do a regression analysis? *Multivariate Behavioral Research*, 26, 499-510.
- Boone, D., & Green, S. B. (1991). Predicting with the MMPI the adjustment of juvenile delinquents to institutionalization: Does gender make a difference. *Journal of Personality Assessment*, 57, 61-76.
- Green, S. B., Veres, J. G., & Boyles, W. R. (1991). Racial differences on job analysis questionnaires: An empirical study. *Public Personnel Management*, 20, 135-144.
- Green, S. B., & Veres, J. G. (1990). Evaluation of an index to detect inaccurate respondents to a task analysis inventory. *Journal of Business and Psychology*, 5, 47-61.
- Stanton, A. L., Garcia, M., & Green, S. B. (1990). Development and validation of the Situational Appetite Measures. *Addictive Behaviors*, 15, 461-472.
- Berger, B. A., Stanton, A. L., Felkey, B. G., Barker, K. N., Keiser, H., Gallelli, J. F., Noel, O.R., & Green, S. B. (1990). Effectiveness of an educational program to teach pharmacists to counsel hypertensive patients and influence treatment adherence. *Pharmaceutical Marketing and Management*, 5, 27-41.
- Champion, C. H., & Green, S. B. (1988). Development and evaluation of short-cut-derived behaviorally anchored rating scales. *Educational and Psychological Measurement*, 48, 29-41.
- Green, S. B., & Kelley, C. K. (1988). Racial bias in prediction with the MMPI from a juvenile delinquent population. *Journal of Personality Assessment*, 52, 263-275.
- Lyons, D. S., & Green, S. B. (1988). Sex role development as a function of college experiences. *Sex Roles*, 18, 31-40.

- Winther, D. A., & Green, S. B. (1987). Another look at gender-related differences in leadership behavior. *Sex Roles, 16*, 41-56.
- Green, S. B. & Stutzman, T. (1986). An evaluation of methods to select respondents to structured job analysis questionnaires. *Personnel Psychology, 39*, 543-564.
- Bradbard, D. A., & Green, S. B. (1986). Use of the Coombs elimination procedure in classroom tests. *Journal of Experimental Education, 54*, 68-72.
- Hovanitz, C. A., Gynther, M. D., & Green, S. B. (1985). Discriminant validity of subtle and obvious items: The MMPI Pa and Ma scales. *Journal of Clinical Psychology, 39*, 58-66.
- Pond, S. B., Armenakis, A. A., & Green, S. B. (1984). The importance of employee expectations in organizational diagnosis. *Journal of Applied Behavioral Science, 20*, 167-180.
- Pond, S. B., & Green, S. B. (1983). The relationship between job and marriage satisfaction within and between spouses. *Journal of Occupational Behavior, 4*, 145-155.
- Schwarz, R. M., & Green, S. B. (1983). Diagnostic accuracy of actuarial and one-point MMPI code systems with college students. *Journal of Clinical Psychology, 39*, 58-66.
- Green, S. B. (1983). Identifiability of spurious factors using linear factor analysis with binary items. *Applied Psychological Measurement, 7*, 139-147.
- Green, S. B. (1982). Establishing behavioral correlates: The MMPI as a case study. *Applied Psychological Measurement, 6*, 219-224.
- Gynther, M. D., & Green, S. B. (1982). Methodological problems in research with self-report inventories. In J. N. Butcher & P. C. Kendall (Eds.), *Handbook of Research Methods in Clinical Psychology*. New York: Wiley.
- Schwarz, R. M., Burkhart, B. R., & Green, S. B. (1982). Sensation seeking and anxiety as factors in male social drinking. *Journal of Studies of Alcohol, 43*, 1108-1114.
- Green, S. B., McCoy, J. F., Burns, K. P., & Smith, A. C. (1982). Accuracy of observational data with whole interval, partial interval, and momentary-time sampling recording techniques. *Journal of Behavioral Assessment, 4*, 103-118.
- Stutzman, T. M., & Green, S. B. (1982). Factors affecting energy consumption: Two field tests of the Fishbein-Ajzen model. *Journal of Social Psychology, 117*, 183-201.
- Green, S. B. (1981). A comparison of three indexes of agreement between observers: Proportion of agreement, G-index, and Kappa. *Educational and Psychological Measurement, 41*, 1069-1072.

- Green, S. B., Sauser, W., Champion, C., & Fagg, J. (1981). Shortcut methods for deriving behaviorally anchored rating scales. *Educational and Psychological Measurement, 41*, 761-775.
- Marshall, W. R., Epstein, L. H., & Green, S. B. (1980). Coffee drinking and cigarette smoking behavior. *Addictive Behaviors, 5*, 389-394.
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- Green, S. B., & Alverson, L. (1978). A comparison of indirect measures for long duration behaviors. *Journal of Applied Behavior Analysis, 11*, 530.
- Green, S. B., & Noles, K. O. (1977). A computer program for the generation of ARIMA data. *Educational and Psychological Measurement, 37*, 249-252.
- Green, S. B., & Halpin, G. (1977). Relationships between psychometric dimensions of item quality and student ratings of item relevancy and ambiguity. *Research in Higher Education, 3*, 281-286.

Green, S. B., Lissitz, R. W., & Mulaik, S. (1977). *Limitations of coefficient alpha as an index of text unidimensionality. Educational and Psychological Measurement, 37*, 827-839.

Green, S. B., & Feild, H. S. (1976). Assessing group change under conditions of anonymity: A problem in personnel research. *Journal of Occupational Psychology, 49*, 155-159.

Lissitz, R. W., & Green, S. B. (1975). Effect of the number of scale points on reliability: A Monte Carlo approach. *Journal of Applied Psychology, 60*, 10-13.

In Submission

Green, S. B., Lai, K., Levy, R., Reichenberg, R., Xu, Y, Thompson, M.S, Yel, N., Eggum-Wilkens, N. D., & Kunze, K. L., Iida, M. Assessing Model Similarity in Structural Equation Modeling. *Psychological Methods*.

Lai, K., & Green, S. B. When RMSEA and CFI Disagree: Diagnostic of Model Fit or Problems with Fit Indices? *Psychological Methods*.

Lee, J., Husman, J., Green, S. B., Brem, S.K. The Development and Validation of the Persistent Academic Possible Selves Scale for Adolescents (PAPSS). *Journal of Adolescence*.

Fergadiotis, G., Wright, H. H., & Green, S. B. Psychometric Evaluation of Lexical Diversity Indices: Assessing Length Effects. *Journal of Speech, Language, and Hearing Research*.

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Education

- Ph.D.** Family Science and Human Development with emphasis in Marriage & Family Therapy, Arizona State University
- M.S.** Family Science and Human Development with emphasis in Marriage & Family Therapy, Arizona State University
- B.A.** Psychology and Minor in Family and Human Development, Arizona State University

Teaching Experience

Clinical Lecturer and Co-Director of the Master of Advanced Studies in Marriage and Family Therapy Program. Teach a variety of courses in Marriage and Family Therapy to graduate students. Clinically train and supervise interns and associate level Marriage and Family therapists. Screen and interview candidates for admission to the MAS-MFT graduate program. Establish and maintain internship sites in community behavioral health agencies for graduate students in the MFT program.

Advanced Techniques in Marriage and Family Therapy. Clinical lecturer for graduate students enrolled in the Marriage and Family Therapy program. Prepared lectures and facilitated discussion on course topic. Responsibilities included grading assignments and posting grades using Blackboard Academic online system. **Arizona State University: Spring 2009.**

Applied Issues in Children and Adolescents in Marriage and Family Therapy. Clinical lecturer for graduate students enrolled in the Marriage and Family Therapy program. Prepared lectures and facilitated discussion on course topic. Responsibilities included grading assignments and posting grades using Blackboard Academic online system. **Arizona State University: Spring 2008, Spring 2009, Spring 2010, Spring 2011, Spring 2012, Spring 2013, Spring 2014.**

Applied Issues in Marriage and Family Therapy: Course on Couple's Therapy. Clinical lecturer for graduate students enrolled in the Marriage and Family Therapy program. Prepared lectures and facilitated discussion on course topic. Responsibilities included grading assignments and posting grades using Blackboard Academic online system. **Arizona State University: Summer 2008, Summer 2009, Summer 2010, Summer 2011, Summer 2012, Summer 2013, Summer 2014.**

Assessment in Marriage and Family Therapy. Clinical lecturer for graduate students enrolled in the Marriage and Family Therapy program. Prepared lectures and facilitated discussion on course topic. Responsibilities included grading assignments and posting grades using Blackboard Academic online system. **Arizona State University: Fall 2007, Fall 2008, Fall 2009, Fall 2010, Fall 2012, Fall 2013, Fall 2014.**

Child and Family Violence. Instructor. Prepared lectures and facilitated discussion on course topic. Responsibilities included grading assignments and posting grades using Blackboard Academic online system. **Arizona State University: Fall 2006, Spring 2007.**

Human Development. Teaching Assistant. Responsibilities included grading assignments and posting grades using Blackboard Academic online system. **Arizona State University: Spring 2006.**

Infant and Toddler Development in the Family. Instructor. Responsibilities included grading assignments and posting grades using Blackboard Academic online system. **Arizona State University: Fall 2005 (Teaching Assistant), Fall, 2006, Spring 2006 (Teaching Assistant), Spring 2007.**

Introduction to Marriage and Family Therapy. Clinical lecturer for graduate students enrolled in the Marriage and Family Therapy program. Prepared lectures and facilitated discussion on course topic. Responsibilities included grading assignments and posting grades using Blackboard Academic online system. **Arizona State University: Fall 2007, Fall 2008, Fall 2009, Fall 2010, Fall 2011, Fall 2012, Fall 2013, Fall 2014.**

Personal Growth in Human Relationships. Teaching Assistant. Responsibilities include grading assignments and posting grades using Blackboard Academic online system. **Arizona State University: Fall 2005, Spring 2006.**

Practicum in Marriage and Family Therapy. Clinical lecturer for graduate students enrolled in the Marriage and Family Therapy program. Responsibilities include prepare and facilitate discussion around professional issues and internship placements. Serve as liaison between community mental health agency and internship students. **Arizona State University: Spring 2008, Summer 2008, Fall 2008, Spring 2009, Summer 2009, Fall 2009, Spring 2010, Summer 2010, Fall 2010, Spring 2011, Summer 2011, Fall 2011, Spring 2012, Summer 2012, Fall 2012, Spring 2013, Summer 2013, Fall 2013, Spring 2014, Summer 2014, Fall 2014.**

Research Methods. Instructor. Prepared lectures and facilitated discussion on course topic. Responsibilities included grading assignments and posting grades using Blackboard Academic online system. **Arizona State University, Fall 2006, Spring 2007, Summer 2007, Fall 2007.**

Understanding Family through Literature and Film. Instructor. Prepared lectures and facilitated discussion on course topic. Responsibilities included grading assignments and posting grades using Blackboard Academic online system. **Arizona State University, Fall 2005, Fall 2006.**

Fundamentals of Marriage and Family Therapy. Instructor. Prepared lectures, facilitated discussion on course topic, graded assignments and exams, and management of grades. **Arizona State University: Fall 2002.**

University 101. Instructor. Planned discussions pertaining to personal growth, study skills, time management, and other areas to ease the transition for incoming university students. **Arizona State University, Fall 1998, Fall 1999.**

Clinical Experience

Licensed Marriage and Family Therapist. Issued by the Arizona Board of Behavioral Health Examiners.

Clinical Supervisor. Supervise interns and associate-level therapists.

Arizona Marriage and Family Therapy Clinic. Founder and Clinical Director. Complete assessments, treatment planning, and therapeutic interventions for children and families. Supervise intern and associate-level therapists working towards their licensure in the Marriage and Family Therapy field. Provide clinical oversight on therapy cases.

Clinician III and Intern Supervisor, January 2003-currently. Arizona's Children Association. Complete assessments, treatment planning, and therapeutic interventions for children and families. Facilitate in group therapy with children and families. Supervise intern and associate-level therapists working towards their licensure in the Marriage and Family Therapy field. Provide clinical oversight on therapy cases.

Clinician, May 2002-November 2002. Internship for JFCS. Conducted assessments and therapeutic interventions with individual clients, couples, and families, plan treatment goals, and complete progress notes.

Clinician, May 2001-May 2002. Marriage and Family Therapy Clinic, Arizona State University. Conducted assessments and therapeutic interventions with individual clients, couples, and families, plan treatment goals, complete progress notes, and prepare presentations for community.

PREPARE/ENRICH Certified in Pre-Marriage Preparation Program/Strengthening Marriages Program.

Gottman Method Therapy-Level 1 Certification. Bridging the Couple Chasm' Couples Therapy - A Research-Based Approach.

Guest Lectures and Community Presentations

Clinical Supervision Training at Arizona's Children's Association. Co-Presenter for training designed to address the content outlined by the Arizona Board of Behavioral Health Examiners for clinical supervisors. April 2014, July 2014, December 2014.

Clinical Supervision Training at the Magellan Learning Center. Co-Presenter for training designed to address the content outlined by the Arizona Board of Behavioral Health Examiners for clinical supervisors. December 2013.

Grief and Family Dynamics. Co-Presenter at the Widowed Community. Mesa, Arizona. November 2014.

Grief and Family Dynamics. Co-Presenter at the Widowed Community Education and Support Services Conference; Tempe, Arizona. October 2012.

Got Stress? Guest Speaker for Working Women organization. September 2010.

How to Beat the Holiday Blues! Guest Speaker for the Arizona State University Speaker Series. December 2009.

How to Avoid Transferring Stress between Work and Relationships. Guest Speaker for the Arizona State University Speaker Series. August 2008

Child Maltreatment. Guest Lecturer for Parent-Child Relationship Course, September 2008.

Conducting Assessments with Children and Families. Guest Lecturer for Lifespan Psychopathology. Arizona State University, October 2005.

Arizona's Behavioral and Mental Health System. Guest Lecturer for Fundamentals of Marriage and Family Therapy. Arizona State University, June 2005.

Arizona's 12 Principles for Child and Family Teams: Strength-Based Family Interventions. Guest Lecturer for Fundamentals of Marriage and Family Therapy. Arizona State University, July 2004.

Father Involvement during Infancy. Guest Lecturer for Infant and Toddler Development in the Family, Arizona State University, April 2003.

Structural Family Therapy. Guest Lecturer for Fundamentals of Marriage and Family Therapy. Arizona State University, October 2001.

Parenting Adolescent Children. Guest Speaker at the Arizona Attorney General's Office. Phoenix, Arizona, November 2001.

Research Experience

The Toddler Emotional Developmental Project. Graduate Research Assistant, August 2000 to May 2006. A longitudinal investigation on children's emotional and social development from infancy to early childhood. Recruited participants, administered standardized laboratory procedures to children and their families, operated physiological equipment, managed computer and audio-visual instruments, supervised teams of research assistants, coded, processed, and analyzed data using Mplus, Proc Traj, Remark, and Spss.

The Alcohol Project. Graduate Research Assistant, January 2002 to May 2002; January 2004 to May 2004. A longitudinal project on familial alcoholism and young children's emotional and social development. Supervised teams of research assistants, administered standardized laboratory procedures to children and their families, operated physiological equipment, managed computer and audio-visual instruments, and coordinated schedules of teams.

At-Risk Sample. Graduate Research Assistant, August 2001 to December 2001. A longitudinal project on the role of socialization, emotionality, and regulation on school-age children's social competence and problem behaviors. Administered standardized laboratory procedures to children and their families, operated physiological equipment, managed computer and audio-visual instruments, and supervised teams of research assistants.

The Resiliency Project. Graduate Research Assistant, August 2000 to December 2000. A longitudinal project on children's emotional and social development. Administered standardized laboratory procedures to children and their families, managed computer and audio-visual instruments, and supervised teams of research assistants.

Program for Prevention Research. Undergraduate Research Assistant, August 1998 to May 1999. Conducted student-teacher observations, administered student surveys, assisted with training, coded and entered data.

Peer-Reviewed Publications.

Gaertner, B. M., Spinrad, T. L., Eisenberg, N., & **Greving, K. A.** (2007). Parental attitudes toward childrearing: Implications for father involvement. *Journal of Marriage and Family, 69*,962-976.

Greving K. A., Spinrad, T. L., Eisenberg, N., & Gaertner, B. M. (2009). Examining the relations of infant temperament and couples' marital satisfaction to father involvement: A longitudinal study. *Fathering: A Journal of Theory, Research and Practice about Men as Fathers.*

Smith, C. L., Spinrad, T. L., Eisenberg, N., **Greving, K.**, Liew, J., & Eggum, N. D. (2007). Anger and anger regulation in infancy. In E. I. Clausen (Ed.), *Anger in psychology* (pp. 107-122). Hauppauge, NY: Nova Science Publishers, Inc.

Spinrad, T. L., Eisenberg, N., Gaertner, B. M., Popp, T., Smith, C. L., **Greving, K. A.**, Liew, J.

& Hofer, C. (2007). Relations of maternal socialization and toddlers' effortful control to the quality of children's social functioning. *Developmental Psychology*, 43, 1170-1186.

National Presentations

Bolnick, R., Spinrad, T., Eisenberg, N., Champion, C., **Greving, K. A.**, & Kupfer, A. (2005). *Toddlers' Negative Emotionality and Language Development: Moderating Effects of Self-Regulation*. Poster presented at the Society for Research in Child Development; Atlanta, Georgia.

Gaertner, B. M., **Greving, K. A.**, & Spinrad, T. L. (November, 2002). *Beyond 'Who Does What': Parental Beliefs and their Implications for Father Involvement*. Paper presented at the National Council on Family Relations; Houston, Texas.

Gaertner, B. M., **Greving, K. A.**, & Spinrad, T. L. (April, 2003). *Mothers' and Fathers' Attributions of Control: Relations to Infant Temperament*. Poster presented at the Society for Research in Child Development; Tampa, Florida.

Greving, K. A., Kisler, T. S., Dumka, L. E., Lunka, M. C. (October, 2002). *Therapeutic Progress: Evaluating Differences in Client Gender*. Poster presented at the American Association of Marriage and Family Therapy National Conference; Cincinnati, Ohio.

Greving, K. A., Gaertner, B., & Spinrad, T. L. (April, 2002). *Becoming a Family: Parental Involvement and Its Implications for Infant and Family Development*. Poster presented at the International Society of Infant Studies; Toronto, Canada.

Greving, K. A., & Spinrad, T. L., Eisenberg, N., & Gaertner, B. M. (November, 2005). *Relations of Infant Temperament and Father Involvement to Marital Satisfaction*. Paper presented at the National Council on Family Relations; Phoenix, Arizona.

Greving, K. A., & Spinrad, T. L., Eisenberg, N., & Gaertner, B. M. (March, 2007). *The Role of Infant Temperament on Parental Marital Trajectories*. Poster presented at the Society for Research in Child Development; Boston, Massachusetts.

Payne, T. K., Smith, C., Harris, E., **Greving, K. A.**, Spinrad, T. L. (May, 2004) *The Relation of Demographic Cumulative Risk Status to Mother-Child and Father-Child Interactions*. Poster presented at the International Society of Infant Studies; Chicago, Illinois.

Service

President (1/2011-12/2012). Arizona Association for Marriage and Family Therapy.

President-Elect (1/2009-12/2010). Arizona Association for Marriage and Family Therapy.

Arizona Behavioral Health Professional Coalition (2/2011-12/2013) Comprised of the four regulated occupations of marriage and family therapy, social work, counseling, and substance

abuse counseling, the coalition is a combined entity created to work together and speak with one voice.

Finance Committee Member (1/2009-12/2013). Arizona Association of Marriage and Family Therapy.

Strategic Planning Committee Member(1/2009-12/2013). Arizona Association of Marriage and Family Therapy.

Student Journal Reviewer, 2005. Family Relations.

President, September 2001-2003. ASU Marriage and Family Therapists Organization. Conducted monthly meetings, coordinated and scheduled guest speakers, and promoted the ASU Marriage and Family Therapy Clinic.

Child and Family Services Advisory Board Member, May 1999-May 2000. Appointed by the President of ASU. Participated in decision-making policies, programs, and services for students, faculty and staff.

REACH Organization, April 1997-May 2000; **President,** December 1999-May 2000; **Vice President of Membership,** April 1999-November 1999; **President of Campus Affairs,** April 1998-April 1999. Paraprofessional organization that serves ASU students, faculty, and the community. Promoted student involvement and assisted with programming leadership development programs.

Professional Memberships

American Association for Marriage and Family Therapy
Arizona Association for Marriage and Family Therapy

Clinical Trainings Attended

Arizona Department of Health Services: System Principles
Arizona Department of Health Services: Assessment
Behavioral Health Record Documentation
Best Practices - Clinical Guidance Documents
CFT Practice & Clinical Approaches
Client and Enrolled Rights Responsibilities
Collaborative Protocol between Cenpatico & Arizona Department of Juvenile Corrections
Collaborative Protocol between Cenpatico and Child Protective Services
Collaborative Protocol between Cenpatico and Division of Developmental Disabilities
Collaborative Protocol between Cenpatico and Department of Economic Security Rehabilitation Service Administration
Collaborative Protocol between Cenpatico and the County Juvenile Probation Department

Common Symptoms of Mental Illnesses
Community Resources
Confidentiality Duty to Report
Coordination of Benefits
Using Positive Behavior Support to Provide Effective Support and Rehabilitation Services
Clinical Supervision Training
Cultural Competency
Cultural Diversity
Cenpatico Behavioral Health of Arizona Data Demographics
Eligibility and Enrollment
Emotionally Focused Therapy Training
Ethical Behavior and Staff Boundaries
Ethical Decision-Making
Professional Ethics for Marriage and Family Therapists
HIPAA for Mental Health Professionals
Introduction to Dialectical Behavior Therapy
When Sex Gets Complicated: Infidelity, Technology, & Pornography (speaker: Marty Klein)
Magellan Behavioral Health Data Validation
Management of Difficult Cases - Court Ordered Treatment
Management of Difficult Cases-High Risk Persons
Normal Child Development
Overview of Psychopharmacology
Support and Rehabilitation Services for Children, Adolescents, and Young Adults
Arizona State Hospital: Effective Utilization & Collaboration
Child and Adolescents Who Act Out Sexually
Child and Adolescent Service Intensity Instrument
Informed Consent for Psychotropic Medication Treatment
Pervasive Development Disorders and Disabilities
Polypharmacy Use: Assessment & Documentation
Psychotropic Use in Children
The Unique Behavioral Health Service Needs with Children involved with CPS
Co-Occurring Psychiatric and Substance Disorders
Providing Services to Children in Detention
Assessing Suicidal Risk
Child and Family Team
Disorders of Attachment
Neuropsychological Evaluations
Out of Home Services for Children and Adolescents
Substance Abuse Treatment in Children and Adolescents
Transitioning to Adulthood
Screening and Referral

VITA

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Center for Social Dynamics and Complexity
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Arizona State University, Tempe, AZ 85287-4804

0.1 Education

National Institute of Mental Health Postdoctoral Fellow—**Family Process and Psychopathology** (1985–1988). University of Virginia (*Psychology* [1985–1986]); University of Washington (*Psychology* [1986–1988])

Texas Tech University, Lubbock, Texas Ph.D. in *Family Science* (concentration in Marriage and Family Therapy), 1979–1982

Virginia Polytechnic Institute and State University, Blacksburg, Virginia M.S. in *Family Science* (concentration in Gerontology), 1977–1979

Auburn University B.A. Degree in *Psychology* (Minor:*Sociology*), 1973–1977

0.2 Administrative Experience

2005 – Fall, 2009, (Founding) Director. Center for Social Dynamics and Complexity. Arizona State University

1989 – 2005, Founder & Director, Marital Interaction Lab. Arizona State University

1988 – 1997: (Founding) Director, Marriage & Family Therapy Program. School of Social & Family Dynamics. Arizona State University

1983(Jan.) – 1985: Coordinator – Marriage and Family Therapy Center. Child and Family Development. Auburn University

0.3 Professional Experiences

2005 – Fall, 2009, Director (& Founder). Center for Social Dynamics and Complexity. Arizona State University

1999 – Present: Professor. School of Social & Family Dynamics. Arizona State University.

1991– 1999: Associate Professor. School of Social & Family Dynamics. Arizona State University.

1991 – 1997: Associate Professor & Clinical Director, Marriage & Family Therapy. School of Social & Family Dynamics. Arizona State University.

1988 – 1991: Assistant Professor & Clinical Director, Marriage & Family Therapy. School of Social & Family Dynamics. Arizona State University.

1983(Jan.) – 1985: Assistant Professor, Marriage and Family Therapy. Coordinator, Marriage and Family Therapy Center. Child and Family Development. Auburn University.

1984 – 1985: Assistant Professor (Adjunct Faculty), Alabama Agricultural Experimental Station, School of Agriculture and Biological Sciences. Auburn University

1982 – Psychotherapy Supervision: Supervision of marriage and family therapy doctoral students; Department of Human Development and Family Studies, Texas Tech University.

1982 – Hypnotherapist. Texas Tech Counseling Center.

1979 – 1982: Marriage and Family Therapist. Marriage and Family Development Center, Texas Tech University.

1979 – 1982: Graduate Research Assistant, Department of Human Development and Family Studies, Texas Tech. Research Areas: Assessment of marital distress, and psychotherapy outcome.

1981 – Marriage and family therapist: Family Service Association, 1220 Broadway, Metro Tower Suite 1405, Lubbock, TX 79401.

1977 – 1979: Research Assistant: Center of Gerontology, Virginia Polytechnic Institute and State University, Blacksburg, Virginia.

1977 – Lee County Hospital - Psychiatric Ward, Lee County, Alabama: Worked as psychiatric orderly for six months prior to beginning graduate school.

1977 – Lee County Day Treatment Center: Three-month internship working with out-patient psychiatric populations.

1976 – Veterans Administration Hospital, Tuskegee, Alabama: Three-month internship working with in-patient psychiatric populations.

1976 – Undergraduate Research Assistant: Examined the effect of various behavioral methods on improving consistency of participants in exercise programs.

1975 – 1976: Undergraduate Research Assistant: Examined sequential responding patterns of Rhesus monkeys during learning trials.

0.4 Publications

Li, X., & Griffin, W. A. (2013). Using ESDA with Social Weights to Analyze Spatial and Social Patterns of Preschool Children's Behavior. *Applied Geography* 43, 67-80.

Torrens, P. M., & Griffin, W. A. (2012). Exploring the micro-social geography of children's interactions in preschool: a long-term observational study and analysis using Geographic Information Technologies. *Environment & Behavior*.(DOI: 10.1177/0013916512438885)

Torrens, P. M., Nara, A., Li, X., Zhu, H., Griffin, W. A., & Brown, S. (2012). An extensible simulation environment and movement metrics for testing walking behavior in agent-based models. *Computer, Environment and Urban Systems*, 36, 1-17.

Torrens, P. M., Li, X., & Griffin, W. A. (2011). Building Agent-Based Walking Models by Machine-Learning on Diverse Databases of Space-Time Trajectory Samples. *Transactions in Geographic Information Science*, 15(s1), 67-94.

Griffin, W. A., Laubichler, M. D., & Callebaut, W. (2008). Agents, Modeling Processes, and the Allure of Prophecy. *Biological Theory*, 3(1), 73-78.

Griffin, W. A., Schmidt, S. K., Nara, A., Torrens, P. M., Fewell, J. H., & Sechler, C. M. (2007). Integrating ABM & GIS to Model Typologies of Playgroup Dynamics in Preschool Children. In M. J. North, C. M. Macal, & D. L. Sallach (Eds.), *Agent 2007: Complex Interaction and Social Emergence* (pp. 17-24). Argonne, IL: Argonne National Laboratory/ Northwestern University.

Schmidt, S. K. & Griffin, W. A. (2007). The Signals of Play: An ABM of Affective Signatures in Children's Playgroups. In T. Terano, S. Takahashi, D. Sallach & J. Rouchier (Eds.), *Advancing Social Simulation: The First World Congress* (283-294). Springer-Verlag.

Cookston J. T., Braver, S. L., & Griffin, W. A., deLusé, S. R., & Miles, J. C. (2007). Effects of the Dads For Life intervention on interparental conflict and co-parenting in the two years after divorce. *Family Process*, 46, 123-137.

Griffin, W. A. (2006). Agent Based Modeling for the Theoretical Biologist. *Biological Theory*, 1(4), 404-409.

Griffin, W. A. & Schmidt, S. K. (2006). Simulating Decisions of Water Usage in Uncertain Times In the Southwestern US: An ABM of Strategies and Population Level Actions. In C. M. Macal, M. J. North, & D. L. Sallach (Eds.), *Agent 2005: Generative Social Processes, Models, and Mechanisms* (pp. 257-268). Chicago: University of Chicago & Argonne National Laboratory. October.

Griffin, W. A., Schmidt, S. K., Kornienko, O. (2005). An Agent Based Model of Interaction between Intimates: A Proposed Mechanism for Simulating Evolving Dyads. In D. L. Sallach, C. M. Macal, & M. J. North (Eds.), *Agent 2004: Social Dynamics: Interaction, Reflexivity and Emergence* (pp. 327-338). Chicago: University of Chicago & Argonne National Laboratory.

Schmidt, S. K., Griffin, W. A., Hanish, L. D., Martin, C. L., & Fabes, R. A., Barcelo, H. Greenwood, P. (2005). PlayMate: New Data, New Rules, and Model Validity. In D. L. Sallach, C. M. Macal, & M. J. North (Eds.), *Agent 2004: Social Dynamics: Interaction, Reflexivity and Emergence* (pp. 339-351). Chicago: University of Chicago & Argonne National Laboratory.

Griffin, W. A. (2005). Using agent based modeling to simulate the influence of family level stress on disease progression. In Crane, D. R. & Marshall, E. S. (Eds.), *Handbook of Families and Health: Interdisciplinary Perspectives* (291-315). Sage Publications.

Braver, S. L., Griffin, W. A., Cookston J. T. (2005). Prevention Programs for Divorced

Non-Resident Fathers. *Family Court Review*.

Braver, S. L., Griffin, W. A., Cookston J. T., Sandler, I. N., & Williams J. (2005). Promoting Better Fathering Among Divorced NonResident Fathers (pp. 295-325). In Pinsof, W. M. & Lebow, J. (eds.) *Family Psychology: The Art of the Science*. Oxford University Press.

Griffin, W. A., Hanish, L. D., Martin, C. L., & Fabes, R. A. (2004). Modeling playgroups in children: Determining validity and veridicality. In D. L. Sallach, C. M. Macal, & M. J. North (Eds.), *Agent 2003: Challenges in Social Simulation* (pp. 93-111). Chicago: University of Chicago & Argonne National Laboratory.

Griffin, W. A., Greene, S. M., & Decker-Haas, A. (2004). The MICSEASE: An observational coding system for capturing social processes. In Kerig, P. K. & Baucom, D. (Eds.) *Couple observational coding systems*. Mahwah, NJ: Lawrence Erlbaum Associates.

Sandler, I. N., Ayers, T. S., Wolchik, S. A., Tein, J., Kwok, O., Haine, R., Twohey, J., Jesse Suter, J., Lin, K., Padgett-Jones, S., Weyer, J. L., Cole, E., Kriege, G., & Griffin, W. A.. (2003). The Family Bereavement Program: Efficacy Evaluation of a Theory-Based Prevention Program for Parentally Bereaved Children and Adolescents. *Journal of Consulting and Clinical Psychology*, 71(3), 587-600

Griffin, W. A. (2002). Affect Pattern Recognition: Using Discrete Hidden Markov Models To Discriminate Distressed from Nondistressed Couples. *Marriage and Family Review*, 34, 139-163. Published simultaneously as a chapter in Fabes, R.(Eds.) *Emotions and the Family*. Binghamton, NY: Haworth Press.

Griffin, W. A. (2002). Family Therapy (pp. 793-800). In M. Hersen & W. Sledge (Eds.), *Encyclopedia of Psychotherapy*. New York: Academic Press.

Griffin, W. A., Parrella, J., Krainz, S. & Northey, S. (2002). Behavioral Differences In Families With and Without A Male Asthmatic: Beyond the Psychosomatic Family Model. *Journal of Social and Clinical Psychology*, 21(3), 223-252.

Griffin, W. A. (2000). A conceptual and graphical method for converging multi-subject behavioral observational data into a single process indicator. *Behavior Research Methods, Instruments, and Computers*, 32(1), 120-133.

Wolchik, S. A., West, S. G., Sandler, I. N., Tein, J., Coatesworth, D., Lengua, L., Weiss, L., Anderson, E., Greene, S., & Griffin, W. A. (2000). An experimental evaluation of theory-based mother and mother-child programs for children of divorce. *Journal of Consulting and Clinical Psychology*, 68, 843-856.

Braver, S. L., & Griffin, W. A. (2000). Engaging fathers in the post-divorce family. *Journal of Marriage and Family Review*, 29, 247-267; simultaneously published as a chapter in E. Peters, G. Peterson, S. Steinmetz, & R. Day (Eds.), *Fatherhood: Research, intervention, and policies* (pp. 247-267). Binghamton, NY: Haworth Press.

Northey, S., Griffin, W. A., & Krainz, S. I (1998). A Partial Test of the Psychosomatic Family Model: Marital Interaction Patterns in Asthma and Non-Asthma Families. *Journal of Family Psychology*, 12, 2, 220-233.

Greene, S. & Griffin, W. A. (1998) The Influence of Marital Satisfaction on Symptom Expression in Parkinson's Disease. *Psychiatry*, 61, 35-45.

Griffin, W. A. (1995). Assessing State Changes In Micro-social Interaction: An Introduction to Event History Analysis. In J. M. Gottman (Ed.), *Analysis of Change*. Hillsdale, N.J.: Erlbaum.

Griffin, W. A., & Greene, S. M. (1994). Social interaction and symptom sequences: A case study of orofacial bradykinesia exacerbation in Parkinson's disease during negative marital interaction. *Psychiatry*, 54, 269-274.

Griffin, W. A. (1993). Event history analysis of marital and family interaction: A practical introduction. *Journal of Family Psychology*, 6, 3, 211-229.

Griffin, W. A. (1993). Transitions from negative affect during marital interaction: Husband and wife differences. *Journal of Family Psychology*, 6, 3, 230-244.

Griffin, W. A. & Gottman, J. M. (1990). Statistical Methods for Analyzing Family Interaction. In G. R. Patterson (Ed.). *Family social interaction: Content and methodology issues in the study of aggression and depression* (pp. 130-168). Hillsdale, N.J.: Lawrence Erlbaum.

Crane, D., Allgood, S., Larson, J. & Griffin, W. A. (1990). Assessing marital quality with distressed and non-distressed couples: A comparison and equivalency table for three frequently used measures. *Journal of Marriage and the Family*, 52, 87-93.

Griffin, W. A., & Gardner, W. (1989). Analysis of behavioral durations in observational studies of social interaction. *Psychological Bulletin*, 105, 3, 497-502.

Gardner, W. & Griffin, W. A. (1989). Methods for the analysis of parallel streams of continuously recorded social behaviors. *Psychological Bulletin*, 105, 3, 446-455.

Griffin, W. A. & Morgan, A. (1988). Conflict in maritally distressed military couples. *American Journal of Family Therapy*, 16, 14-22.

Crane, D., Dollahite, D., Griffin, W. A., & Taylor, V. (1987). Diagnosing relationships with spatial distance: An empirical test of a clinical principle. *Journal of Marriage and Family Therapy*, 12, 307-310.

Griffin, W. A. & Crane, D. (1986). Nonverbal reciprocity in nondistressed marital partners: An examination of base rate change. *Journal of Marriage and Family Therapy*, 12, 301-309.

Crane, D., Griffin, W. & Hill, R. (1986). Influence of therapist skills on marital and family therapy outcome: Implications for supervision. *Journal of Marriage and Family Therapy*, 12, 91-96.

Crane, R. & Griffin, W. (1983). Personal space: An objective measure of marital quality. *Journal of Marriage and Family Therapy*, 9, 325-327.

Wagner, B., Reynolds, S. & Griffin, W. A. (1982). Mental Developmental Scale: An introduction and potential contribution to curriculum development. In *Research In Action*. Lubbock, TX.: Texas Tech Press.

Epstein, L., Wing, R., Thompson, K. & Griffin, W. A. (1980). Attendance and fitness in aerobics exercise: The effects of contract and lottery procedures. *Behavior Modification*,

4, 465-479.

Hughston, G., Protinsky, H. & Griffin, W. A. (1980). Moral judgment among elderly residents of long term care facilities. *Long Term Care and Health Services Administration Quarterly*, Fall, 215-217.

Griffin, W.A., Hughston, G. & Ritchey, S.J. (1979). Gerontological Activities in Academic Programs of Home Economics in the U.S. *Educational Gerontology: An International Quarterly*, 4, 389-393.

0.5 Published Reviews

Kerig, P.K., & Lindahl, K. M. (2001). Family Observational Coding Systems. *Journal of Marriage and the Family*, 63(3), 904.

Fitzpatrick, M. A. & Vangelisti, A. L. (1996). Explaining Family Interactions. *Journal of Marriage and the Family*, 58 (4), 1044-1045.

0.6 Published Abstracts (referred)

Krainz, S., Northey, S., & Griffin, W. A. (1996). Child Intrusiveness During Marital Interactions in Asthma and Non-Asthma Families. *Psychosomatic Medicine*, 58, 1, 89-90.

Griffin, W. A., & Greene, S. (1991). Marital quality and symptom expression among Parkinson's disease patients. *Psychosomatic Medicine*, 53, 2, 239-240.

0.7 Books

Griffin, W. A. & Greene, S. M. (1999). *Models of Family Therapy: The Essential Guide*. New York: Brunner/Mazel.

Griffin, W. A. (1993). *Family therapy: Fundamentals of Theory and Practice*. New York: Brunner/Mazel.

0.8 Software

DesertWater: Agent based simulation of water use by inhabitants of central Arizona. Constructed with Repast.

SimDyad: Agent based simulation of married couples (2004;2011). Written in Python, with Li, Xun; Version II: revised into a particle filter model. (2011)

ComplySim: Diabetes compliance, community level, simulation (2005).

PlayMate: Agent based simulation of play group formation in Pre-school children (2002; 2004; 2011). Written in Python. NetLogo version (2009) with Li, Xun.

Database Program for Clinic and Client Information. (1990) Arizona State University Marriage and Family Therapy Clinic Database. Written in Rbase. Used since 1991.

0.9 Unpublished Technical Reports

Griffin, W. A. & Li, X. *SimDayd: Modeling Dyadic Processes*. [Software] Tech # 11-01, Tempe: Center for Social Dynamics and Complexity, Arizona State University.

Li, X., & Griffin, W. A. (2010). *Retrieving Observed Visual Attention In Young Children*. [Software] Tech # 10-01, Tempe: Center for Social Dynamics and Complexity, Arizona State University.

Griffin, W. A., & Decker, A. A. (1997). *Dads for Life: Father - Child Interaction Code Scheme*. Tech # 97-01, Tempe: Observation Coding Lab: Prevention Intervention Research Center, Arizona State University.

Griffin, W. A., & Decker, A. A. (1996). *Family Bereavement Program: Parent - Child Interaction Code Scheme*. Tech # 96-02, Tempe: Observation Coding Lab: Prevention Intervention Research Center, Arizona State University.

Griffin, W. A., & Decker, A. A. (1996). *Dads for Life: Divorced Couple Interaction Code Scheme*. Tech # 96-01, Tempe: Observation Coding Lab: Prevention Intervention Research Center, Arizona State University.

Griffin, W., Krainz, S., & Northey, S. (1994). *The Family Interaction Tactics (FIT) Coding System*. (Tech. Rep. No 94-01). Tempe: Dept. of Family and Human Development, Arizona State University, Marital Interaction Laboratory.

Griffin, W. A., & Decker, A. A. (1992). *New Beginnings Parenting Program: Mother & Child Interaction Code Scheme*. Tech # 92-01, Tempe: Marital Interaction Laboratory, Arizona State University.

Griffin, W. A., James, B., & Hannan, T. (1985; 1989). *MICSEASE: A marital interaction coding system*. ASU Marital Interaction Laboratory; Tech # 89-01, Tempe: Dept. of Family & Human Development, Arizona State University.

Gardner, W. & Griffin, W. A. (1987) *CONTIME: A program for structural analysis of continuous-time sequential categorical data* (Technical report) Charlottesville: Dept. of Psychology, University of Virginia.

0.10 Films

8 Short Films About Divorced Dads. Listed Inventors: Sanford Braver & William Griffin; listed copyright holder: Arizona State University. 83 minute movie about divorced fathers. Licensed & Copyrighted: 1996

0.11 Symposium Chair

Moderator of Relationship Enhancement Group. (2002). The AAMFT National Research Conference. Reno, NV July 20.

Grant Review Panel (chair). (2001). The AAMFT National Research Conference. Reno, NV July 21.

Grant Review Panel (chair). (2000). The AAMFT National Research Conference. Reno, NV July 14.

1987 Griffin, W. A. & Gardner, W. (co-chair). *Analysis of social interaction: A look at new methods*. Society for Research in Child Development, biennial meeting. Baltimore, MD., April, 1987.

0.12 Conference Presentations

Griffin, W. A. & Li, X. (2012). *Unsupervised Learning of Dyadic Processes: Models, Methods, and Simulation..* Computational Social Science Society of the Americas (CSSSA) Annual meeting. Santa Fe, NM. September.

Griffin, W. A. & Li, X. (2012). *The Complexity of Two: Dyadic Processes and the Evolution of Social Processes..* AAAI Spring Symposium. Palo Alto. March.

Torrens, P. M., Li, X., & Griffin, W. A. (2011). *Building Agent-Based Walking Models by Machine-Learning on Diverse Trajectory Samples.* Advances in GIScience Research Symposium—II; Esri International User Conference, San Diego, CA. July.

Griffin, W. A., Torrens, P.M., Li, X. (2010). *Validating agent-based models: A modest proposal.* Computational Social Science Society (CSSS). Tempe, AZ., November.

Torrens, P.M., Griffin, W. A., Li, X., Sechler, C., (2010). *Space-time geographic information systems for exploring the behavioral geography of social group dynamics.* Computational Social Science Society (CSSS). Tempe, AZ., November.

Li, X., Torrens, P.M., Griffin, W., Sechler, C., Zhu, H., Brown, S. Smith, J. (2009). *A Machine Learning Based Computational Modeling Framework of Human Movement Behavior.* North American Computational Social And Organizational Science (NAACSOS). Tempe, AZ. October.

Griffin W. A., Sechler, C.M., Smith, J. (2009). *Using Extant Data to Build Realistic Agent Behaviors in Preschool Children's Play Groups.* North American Computational Social And Organizational Science (NAACSOS). Tempe, AZ. October.

Li, X., Griffin, W. A., Torrens, P. M., Sechler, C. M., Smith, J., Zhu, H., Brown, S. (2009). *An Introduction to Netlogo PlayMate Model.* North American Computational Social And Organizational Science (NAACSOS). Tempe, AZ. October.

Li, X., Torrens, P.M., Griffin, W., Sechler, C., Smith, J., Zhu, H., Brown, S. (2009) *Visual GIS analysis and validation methods of individual behavioral models*, Association

of American Geographers Meeting (Modeling Geographic Complexity session), Las Vegas, NV, March 26

Griffin, W. A., & Sechler, C. M. (2008) *Computational Social Science: Popular But Risky*. World Congress on Social Simulation (WCSS-08). Fairfax, VA. July.

Griffin, W. A., Schmidt, S. K., Nara, A., Torrens, P. M., Fewell, J. H., & Sechler, C. M. (2007) *Integrating ABM & GIS to Model Typologies of Playgroup Dynamics in Preschool Children*. Agent 2007: Complex Interaction and Social Emergence. Argonne National Laboratory & Northwestern University. November.

Schmidt, S. K. & Griffin, W. A. (2007). *Modeling Affect Signaling During Children's Playgroup Formation*. North American Computational Social And Organizational Science (NAACSOS). Atlanta, GA. June

Griffin, W. A., Schmidt, S. K., Nara, A., Torrens, P. M., Fewell, J. H., & Sechler, C. M. (2007). *Modeling Time, Space, and Behavior: Combining ABM & GIS to Create Typologies of Playgroup Dynamics in Preschool Children*. North American Computational Social And Organizational Science (NAACSOS). Atlanta, GA. June

Schmidt, S. K., Griffin, W. A., & Kornienko, O. (2006). *DesertWater - An ABM of Household Water Use In The Southwestern United States*. The First World Congress on Social Simulation. Kyoto, Japan. August.

Griffin, W. A., Kornienko, O., Taylor, T., & Schmidt, S. K. (2006). *Agent Based Modeling of Small n Dynamics: Conceptualization and Illustration*. The First World Congress on Social Simulation. Kyoto, Japan. August.

Schmidt, S. K. & Griffin, W. A. (2006). *The Signals of Play: An ABM of Affective Signatures in Children's Playgroups*. The First World Congress on Social Simulation. Kyoto, Japan. August.

Griffin, W. A. & Schmidt, S. K. (2005). *Simulating Decisions of Water Usage in Uncertain Times In the Southwestern US: An ABM of Strategies and Population Level Actions*. Agent 2005: Generative Social Processes, Models, and Mechanisms. Chicago: University of Chicago & Argonne National Laboratory. October.

Griffin, W. A., Schmidt, S. K., & Armendt, B. (2005). *Simulating Decisions of Water Use in Uncertain Times In the Southwestern US: An ABM of Strategies and Population Level Actions*. North American Computational Social And Organizational Science (NAACSOS). Notre Dame, IN. June

Schmidt, S. K., & Griffin, W. A. (2005). *Asking the Right Question or Questioning the Right Way: Using an ABM Approach for Understanding the How's and Why's of Complex Social Phenomena*. North American Computational Social and Organizational Science (NAACSOS). Notre Dame, IN. June.

Griffin, W. A., Kornienko, O., Schmidt, S. K., & Long, A. (2005). *Small n Evolving Structures: Dyadic Interaction between Intimates*. Lake Arrowhead Conference on Computational Social Science and Social Complexity. UCLA Center for Human Complex Systems. Lake Arrowhead, CA May.

Hanish, L. D., Martin, C. L., Fabes, R. A., Barcelo, H., Griffin, W. A., Schmidt, S.

K., Dodd, M. (2005). *Methodological Advances in Studying Peer Relationships: The Q-Connectivity Approach*. Society for Research in Child Development. Atlanta, GA. April.

Griffin, W. A., Schmidt, S. K., Kornienko, O. (2004). *An Agent Based Model of Interaction between Intimates: A Proposed Mechanism for Simulating Evolving Dyads*. Agent 2004: Social Dynamics: Interaction, Reflexivity and Emergence. Chicago: University of Chicago & Argonne National Laboratory. October.

Schmidt, S. K., Griffin, W. A., Hanish, L. D., Martin, C. L., & Fabes, R. A., Barcelo, H. Greenwood, P. (2004). *PlayMate: New Data, New Rules, and Model Validity*. Agent 2004: Social Dynamics: Interaction, Reflexivity and Emergence. Chicago: University of Chicago & Argonne National Laboratory. October.

Griffin, W. A., & Schmidt, S. (2004). *Small n Evolving Structures: Dyadic Interaction between Intimates*. International Conference on Complex Systems. Boston. May.

Cookston, J., Braver, S., Griffin, W. A. (2004). *The Dads for Life preventive intervention: Latent growth models of efficacy*. American Psychological Association Annual Meeting. Hawaii. July.

Griffin, W. A., Hanish, L. D., Martin, C. L., & Fabes, R. A. (2003). *Modeling playgroups in children: Determining validity and veridicality*. Agent 2003: Challenges in Social Simulation. Chicago: University of Chicago & Argonne National Laboratory. Chicago. October

Gunnell, G. & Griffin, W. A. (2003). *Correspondence between speaker affect and listener nonverbal behavior among married*. American Association for Marriage and Family Therapy National Conference. Long Beach, CA., October.

Griffin, W. A., Braver, S. L., & Cookston, J. (2003). *A Preventive Intervention for Divorced Nonresident Fathers*. American Association for Marriage and Family Therapy National Conference. Long Beach, CA., October.

Griffin, W. A. (2003). *Agent-based Models and Computer Simulation as a Methodological Aid for the Study of Micro-social Behavior*. Society for Research in Child Development, biennial meeting. Tampa, FL. April.

Griffin, W. A., Martin, C., Fabes, R., & Hanish, L., Anders, M., Leonard, S., Herzog, M.. (2003). *A multi-agent computational model of the evolution in children's playgroup formation*. Lake Arrowhead Conference on Computational Social Science and Social Complexity. UCLA Center for Human Complex Systems. Lake Arrowhead, CA March.

Griffin, W. A., Cree, W. , Martin, C., Fabes, R., & Hanish, L. (2002). *Emergent Structure in Children's Play Group Formation*. Lake Arrowhead Conference on Computational Social Science and Social Complexity. UCLA Center for Human Complex Systems. Lake Arrowhead, CA May.

Braver, S. L., Griffin, W. A., Cookston, J. T., Sandler, I. N., & Williams, J. (2002). *Promoting Better Fathering Among Divorced NonResident Fathers*. Family Psychology Research Conference, Northwestern University, April.

Braver, S. L., Griffin, W. A., Cookston, J., Slander, I., & Williams, J. (2002). *A Prevention Intervention for Divorced Nonresident Fathers*. NCFR Symposium. Houston,

TX., Nov.

Williams, J., Braver, S. L., & Griffin, W. A. (2000). *Matched Reports of Domestic Violence Among the Recently Divorced*. Poster presented at the Fifth International Conference on Family Violence, San Diego, CA.

Parrella, J., Griffin, W. A., Krainz, S. & Northey, S. (1999). *Asthma and Non-Asthma Families: Behavioral Differences?* Presented at the American Association for Marriage and Family Therapy National Conference, Chicago, Ill. October.

Cohen, J., Haine, R., Braver, S., & Griffin, W. A. (1998). *Predictors of Divorce*. Presented at the American Psychological Association meeting. San Francisco, CA. August.

Wyman, H., Smith, M. C., Griffin, W. A., & Braver, S. A. (1997). *Specificity of conflict type in relation to children's post-divorce adjustment: Mothers' and fathers' perceptions*. Presented at Society for Community Research and Action. Columbia, SC. May.

Smith, M.C., Wyman, H., Braver, S. L., & Griffin, W. A. (1997). *Parental conflict post-divorce: It's a new fight*. Presented at Society for Community Research and Action. Columbia, SC. May.

Krainz, S., Northey, S., & Griffin, W. A. (1996). *Child Intrusiveness During Marital Interactions in Asthma and Non-Asthma Families*. Presented at the American Psychosomatic Society Annual Meeting. Williamsburg, VA. March.

Greene, S. M., & Griffin, W. A. (1995). *Marital Satisfaction As A Modifier of Symptom Expression in Parkinson's Disease During Marital Interaction*. Presented at the American Psychosomatic Society Annual Meeting. New Orleans, LA. March.

Griffin, W. A., Greene, S. M., Krainz, S. I., & Northey, S. (1994). *Family Reactions to Chronic Illness: Therapy Implications*. Presented at the American Association for Marriage and Family Therapy National Conference, Chicago, Ill. November.

Greene, S. M., & Griffin, W. A. (1991). *The Influence of Marital Satisfaction on Symptom Expression in Parkinson's Disease*. Presented at the National Jewish Center for Immunology and Respiratory Medicine Conference, Denver, CO, November.

Griffin, W. A., Greene, S. M., & Groppenbacher, N. (1991). *Negative Affective Response by Gender During Marital Interaction*. Presented at the American Association for Marriage and Family Therapy National Conference, Dallas, TX, Oct.

Griffin, W. A., Gardner, W., Patterson, G. R., & Reid, J. (1991). *Effects of Maternal Monitoring on Aversive Mother-son Exchanges*. Third Biennial Conference on Community Research & Action. Tempe, AZ June

Griffin, W. A., & Greene, S. (1991). *Marital Quality and Symptom Expression Among Parkinson's Disease Patients*. Presented at the American Psychosomatic Society Annual Meeting. Santa Fe, NM., March

Griffin, W. A., Michaels, M., Maszk, P. & Greene, S. (1989). *Marital Support, Marital Quality and the Treatment of Parkinson's Disease*. Presented at American Association for Marriage and Family Therapy National Conference, San Francisco, CA., Oct..

Griffin, W. A. (1987). *Continuous-time Analysis of Sequential Categorical Data*. Presented at the Society for Research in Child Development biennial conference. Baltimore,

MD., April.

Gardner, W. P. & Griffin, W. A. (1986). *Continuous-time Analysis of Sequential Categorical Data*. Presented at the 5th International Congress on Infant Studies, Beverly Hills, CA, April.

Hill, R. D., Crane, R., & Griffin, W. A. (1985). *The Influence of Therapist Skills on Marital and Family Therapy Outcome*. Presented at the Western Psychological Association Sixty-fifth Annual Convention, San Jose, CA, Spring.

Griffin, W. A. & Crane, R. (1984). *Nonverbal Reciprocity in Nondistressed Marital Partners: An Empirical Examination*. Presented at the American Association for Marriage and Family Therapy National Conference, San Francisco, CA, November.

Wagner, B., Reynolds, S. & Griffin, W. A. (1982). *Mental Development Scale: An Introduction and Potential Contribution to Curriculum Development*. Research in Action Conference, Texas Tech University, April.

Griffin, W. A. (1979). *Conditional Influences on Children and the Quality of Family Life: A Multi-Survey Investigation*. Presented at the Fourth Annual Symposium on the Family and the Child, University of Georgia, April.

Griffin, W. A. & Mancini, J. (1979). *Life Satisfaction Across Stages of Adulthood: A Comparison of Men and Women*. Presented at the Southeastern Council on Family Relations Annual Meeting, April.

Rogers, C. W., Hall, J., Tolan, J. & Griffin, W. A. (1977). *Development of Preferential Sequential Responding in Rhesus Monkeys*. Presented at the Southeastern Psychological Association Convention. Spring.

0.13 Funded Research

September 2006: *Modeling Time, Space, and Behavior: Combining ABM and GIS to Create Typologies of Playgroup Dynamics in Preschool Children*. PI. NSF (HSD) 0324208 (\$725,000, 3 years; 2 year extension). Co-PIs: Jennifer Fewell; Paul Torrens.

September 2004: *Decision Center for a Desert City: Science and Policy of Climate Uncertainty*. Investigator Status: NSF - 0345945 (Decision Making Under Uncertainty) - (6.9 million; 5 years)

July 2004: *Ontology and evolution of children's playgroup formation*. PI. NSF (HSD) - 0338864 (\$190,000.00; 3 years)

April 2004: *Recognizing, modeling, and simulating coupled processes in dyadic interaction*. PI. NSF (HSD) - 0339096 (\$107,664.00; 2 years)

August 1995: *A Prevention Intervention for Fathers After Divorce*. Co-PI; National Institute of Mental Health 1 RO1 MH51184-01A1 (app. 2.7 million; 1.9 direct – 5 years)

February 1995: *Center for the Prevention of Child and Family Stress Renewal Grant* (through the Prevention Research Center [MH39246-11]) - Divorce Core; Investigator Status; NIMH (app. 6.3 million – 5 years)

August 1994: *Child Bereavement Program* (NIMH - RO1 MH49155): Investigator Status. Total grant: 2.55 million (direct costs).

July 1989: *Marital Support as a Mediating Factor in the Effectiveness of the Treatment of Parkinson's Disease*. PI. Arizona Disease Control Research Commission (\$24,800.00).

January 1989: *Analysis of Positive Affect During Marital Interaction*. PI. FGIA Grant. Arizona State University (\$4,990.00).

December 1988: *Marital Support as a Mediating Factor in the Effectiveness of the Treatment of Parkinson's Disease*. Research Incentive Award. Arizona State University (\$1,127.00).

January 1988: *Expression of Emotion in Married Couples*. PI. Internal Funding, Dept. of Psychology, University of Washington (\$2,000.00).

May 1983: *An Analysis of Sequential Patterns Between Depressed and Non-depressed Marital Dyads*. PI. Research Grant-In-Aid, Auburn University (\$3,000.00).

May 1980: *Personal Space and Marital Adjustment*. Russell Crane & William Griffin. Co-PI. Research Institute Fund, Texas Tech University (\$2,000.00).

April 1980: *Development of an Instrument Used to Measure Change Due to Marital Therapy Programs*. PI. Texas Tech Graduate School Summer Research Program (\$700.00).

0.14 Series Advisor Board

Wiley Series in Computational and Quantitative Social Science

0.15 Editorial Board

Journal of Marital and Family Therapy

0.16 Adhoc Reviewer

Advances in Complex Systems
Biological Theory
Developmental Review
Environment & Behavior
Family Relations
Infancy
International Journal of Simulation and Process Modeling
Journal of Consulting & Clinical Psychology
Journal of Family Psychology
Journal of Marriage and the Family
Journal of Marriage and Family Therapy

Journal of Social & Personal Relationships
Personality and Social Psychology Bulletin
Psychiatry
Psychological Bulletin
Psychological Methods
Second World Congress on Social Simulation (Book Chapter reviewer; 2009)
Stress Medicine
Society and Ecology

0.17 Federal Grant Review Committee Member

Konrad Lorenz Institute for Evolution and Cognitive Research (Germany): 2011
NIH: 2009
National Science Foundation: 2007
National Institute on Drug Abuse: 1997

0.18 Invited Speaker (selected)

0.18.1 National & International

Missing Determinants of Social Dynamics in Kinetic Models of Behavioral Systems (2013). Kinetic theory for the emergence of complex behavior in social and economic systems. NSF funded program: Kinetic description of emerging challenges in multiscale problems of natural sciences. Center for Social Dynamics and Complexity, Arizona State University. Feb 22.

Computational Micro-Social Dynamics. Keynote Speaker. World Congress on Social Simulation 2012 (WCSS 2012). Taipei, Taiwan. September 4

Applied Computational Social Science (2011). Panel Invitee. Computational Social Science of the Americas (CSSSA). Santa Fe, NM. Oct. 11

Complex Adaptive Systems: Requisite components for computational complex social science research. (2010). Forum on the Future of Complex Systems Research and Applications. Complex Systems Institute, The University of North Carolina at Charlotte. September 16.

Rules, agents, edges and distributions: Requisite components for computational social science models. (2010). Workshop on Social Theory and Social Computing. University of Hawai'i, Dept. of Sociology. Sponsored by the Air Force Office of Scientific Research. May 22.

Small n Dynamics: Modeling Micro-Social Behavior in Dyads. (2008) Behavioral Adaptation and Interaction Seminar at the University of Barcelona, sponsored by the

Department of Behavioral Science Methods' Adaptive Behavior and Interaction Group. June, 12.

Assessing Fidelity in Treatment Research. (2001). The AAMFT National Research Conference. Reno, NV July 21.

Converging disparate data strings into a single behavior state indicator: Conceptual and graphical methods for intra- and inter-subject data. (1998). Measuring Behavior '98: 2nd International Conference on Methods and Techniques in Behavioral Research. Groningen - The Netherlands. August 20.

Engaging the divorced dad. (1997). Sanford Braver & William Griffin. Conference on Reintegrating Fathers. Sponsored by the National Institutes of Health, Washington DC. October 24.

Involving fathers in the post-divorce family. (1996). Sanford Braver & William Griffin. Conference on Father Involvement. Sponsored by the National Institutes of Health, Washington DC. October 11.

Transitions From Negative During Marital Interaction: Gender Differences. (1992). Dept. of Psychology. Univ. of Washington, Feb.

Event History Analysis with Psychological Data. (1992). Dept. of Psychology. Analysis of Change Lecture Series. Univ. of Washington, Feb.

Stochastic Modeling in the Social Sciences. (1988). Dept. of Sociology, Western Washington University, April.

The Application of Event-History Analysis to Social Interaction and Longitudinal Data. (1987). A one day workshop with W. Gardner. Oregon Social Learning Center, Eugene, Oregon. July 23.

Applying Continuous-time models to Family Therapy Process Research. (1986). Behavior Therapy Program, Dept. of Psychiatry, Albert Einstein College of Medicine, Bronx, NY. July,.

An Examination of Current Coding Systems Used in Family Process Research. (1985) Invited Speaker Seminar, Dept. of Family Science, Brigham Young University. January,.

Subtles of Communication in Psychotherapy. (1985). Invited Speaker Seminar, Dept. of Family Science, Brigham Young University. January.

Strategies of Hypnotherapy and their use in Psychotherapy. (1984). Bradley Psychiatric Center, Inc. Columbus, GA. May.

Marriage and Family Therapy: An alternate perspective. (1983). Bradley Psychiatric Center. Inc. Columbus, GA. September.

0.18.2 Local

Micro-Social Dynamics and Evolving Social Structures. (2014). ASU Short Course: Introduction to Complexity (9/10/14 - 9/12/14). Sponsored by the ASU Complex Adaptive Systems Initiative. September 11.

Simulating Evolving Uncertainty: Agent-based Modeling of Complex Adaptive Systems. (2010). Applied Science Seminar. ASU College of Technology & Innovation, Polytechnic. November 8.

The Complexity of Two: Algorithms and Beyond. Group as Individual in Social Dynamics Workshop. Center for Social Dynamics and Complexity. Arizona State University, Tempe, Arizona. May 1, 2009.

Quantifying Complex Adaptive Success. Designing and Managing Complex Adaptive Systems: Lessons from Life. Beyond: Center for Fundamental Concepts in Science, Arizona State University, Tempe, Arizona. March 29, 2007.

Training The Next Generation of Agent-Based Modelers. Integrating Socio-Ecological Sciences Through a Community Modeling Framework. Arizona State University, Tempe, Arizona. March 2, 2007.

Simulating Decisions of Water Use in Uncertain Times In the Southwestern US: An Agent Based Model of Strategies and Population Level Actions. (2005). Arizona Water Summit. Flagstaff, AZ. August 5.

McCartney, P. H., Griffin, W. A., Coupling Agent-Based Models of Decision Making to Groundwater Resources via MODFLOW, Arizona Water Summit, Flagstaff, Arizona. August 5, 2005.

An Agent Based Model of Water Usage in the Phoenix Valley. (2005). Opening of the Decision Theater at Arizona State University. Tempe, AZ May 23.

Griffin, W. A., Schmidt, S. K., Armendt, B., & Ayyalsamy, S. Predicting Water Demand In the Desert Using Agent Based Modeling. (2005). DCDC NSF Review Site Visitation. Tempe, AZ May 12.

Griffin, W. A., Schmidt, S. K., Armendt, B., & Ayyalsamy, S. Predicting Water Demand In the Desert Using Agent Based Modeling. (2005). DCDC/IIS Annual Retreat. Tempe, AZ April 25.

Intervening with the Divorced Father. (1998). Arizona Marriage and Family Therapy Association speaker series. Scottsdale, AZ. November 13.

Up Against the Wall: Working with Families. (1997). Case Consultation Seminar. Sponsored by Empact - Suicide Prevention Center. Phoenix, AZ. November 26.

Working With Families In Crisis. (1996). Case Consultation Seminar. Sponsored by Empact - Suicide Prevention Center. Phoenix, AZ. Sept. 9

Families, Family Members, and Chronic Illness: Therapy Implications. (1994). Up Against the Wall: Therapy with Challenging Individuals, Couples & Families. The Coalition of Arizona Therapists. November 11.

Influence of Chronic Pain on the Family System. (1994). Invited Workshop. Arizona Association for Marriage & Family Therapy. Spring Conference, February 19.

Bridging Addictions and Marriage & Family Therapy Systems: Philosophical Conversations. (1992). Invited Panelist. Arizona Association for Marriage & Family Therapy. Phoenix, AZ. Sept. 12.

0.19 Conference: Program Committee; Host; Reviewer

Program Committee, Manuscript submission reviewer (2015); Sixteenth International Workshop on Multi-Agent-Based Simulation. MABS 2015. Istanbul, Turkey, May.

Chair, Local Organizing Committee (2015), International Conference on Complex Systems (CCS'15). Tempe, Arizona September.

Program Committee, Manuscript submission reviewer (2014) World Congress on Social Simulation (WCSS). So Paolo, Brazil November.

Program Committee, Manuscript submission reviewer (2014) 10th Conference of the European Social Simulation Association (ESSSA). Universitat Autònoma de Barcelona, Spain September.

Submission Review Committee, Fourteenth International Workshop on Multi-Agent-Based Simulation. MABS 2014. Paris, France, May.

Program Committee, Manuscript submission reviewer (2013) 9th Conference of the European Social Simulation Association (ESSSA). Warsaw, Poland. September.

Program Committee, Manuscript submission reviewer (2013) Computational Social Science Society of the Americas (CSSSA). Santa Fe, New Mexico. August.

Submission Review Committee, Fourteenth International Workshop on Multi-Agent-Based Simulation. MABS 2013. Saint Paul, Minnesota.

Program Committee, Manuscript submission reviewer (2012) Computational Social Science Society of the Americas (CSSSA). Santa Fe, New Mexico. October.

Program Committee, Thirteenth International Workshop on Multi-Agent-Based Simulation. MABS 2012. Valencia, Spain.

Program Committee, Manuscript submission reviewer (2011) Computational Social Science Society of the Americas (CSSSA). Santa Fe, New Mexico. October.

Local Host, Organizer, and Conference Director: (2010) Computational Social Science Society of the Americas (CSSSA). Arizona State University, Tempe, AZ. November.

Local Host, Organizer, and Conference Director: (2009) North American Computational Social And Organizational Science (NAACSOS). Arizona State University, Tempe, AZ. October.

Second World Congress on Social Simulation (2008). Paper and presentation submissions; Session Chair.

International Conference on Complex Systems (2004; 2008)

First World Congress on Social Simulation (2006). Paper and presentation submissions
AAMFT (2001). Grant submission selections.

AAMFT (2000). Grants submitted for review.

AAMFT (1999). Proposed presentations.

0.20 Honors/ Awards

- 2005 Nominee (2nd Round): NIH President's Pioneer Award
- 1999 Nomination: College of Liberal Arts and Sciences Distinguished Teaching Award for Faculty
- 1993 Behavioral Science Book Club Main Selection - (Dec.); for *Family Therapy: Fundamentals of Theory and Practice*.
- 1992 Contributions to Student Life. ASU Student Affairs
- 1984 National Research Award for Graduate Student Contribution to Marriage and Family Therapy; based on dissertation: *An Examination Of Nonverbal Reciprocity In Nondistressed Marital Partners*. Awarded by AAMFT.

0.21 Scholarships

- 1982 Human Development and Family Studies Scholarship, Texas Tech University; 1982.

0.22 Honor Societies

Phi Kappa Phi

0.23 Theses Directed

- 2009 Gronewold, A. An Examination of the Role of Positive Affect on the Stability of Dyadic Preschool Friendships (Honors).
- 2007 Ringler, J. An Examination of Treatment Fidelity and Program Dissemination For Prevention and Intervention Research Using the DADS FOR LIFE Program
- 2006 Schmidt, S. K. An agent-based model of playgroup formation and maintenance among kindergarten and preschool children.
- 2002 Gunnell, G. Correspondence between speaker affect and listener nonverbal behavior among married.
- 2001 Turley, J. Parent Critical Comments as predictors of child post-divorce adjustment
- 2001 Verman, S. Microsocial indicators of relationship quality for noncustodial fathers and their children.
- 2001 Parrella, J. A hierarchical construction of behavioral interaction patterns: Differences In Asthma and Non-Asthma Families.

1997 Taylor, L. Dynamics of Post-Divorce Interparental Conflict: The Role of Non-Escalating Behaviors in Ex-Husbands. [co-chair with Sanford Braver]

1995 Northey, S. Marital Dyad Interaction Patterns in Asthma and Non-asthma Families.

1994 Hustad, D. Verbal Conflict Patterns In An Abusive Couple: An Examination of Change Over Three Years.

1992 Greene, S. The Influence of Marital Satisfaction on Symptom Expression in Parkinson's Disease.

1985 Barrette, H. Marital Satisfaction with Long Term Married Couples: An Examination of Gender Differences.

1985 Hickman, S. An Examination of Verbal Responses During Stranger / Depressive Interactions, and Their Relevancy to the Interpersonal Model of Depression.

1984 James, B. The MICSEASE: The Coding System, Its Training Manual and Development, and Reliability Assessment.

1984 Morgan, A. Requested Areas of Change and Levels of Distress; A Comparison of Military and Civilian Maritally Distressed Couples.

0.24 Student Organizations

2006-2009 Faculty Advisor: Student Organization for Computational Social Science (SOCSS)

0.25 Recent Teaching Assignments

Readings in Complexity. Center for Social Dynamics and Complexity (Graduate; cross campus posting; mostly mathematics, biology, anthropology)

Dynamical Complex Social Systems. Examines dynamical systems, complexity science, and self-organization in social systems. (Undergraduate/Graduate; Family Studies/Sociology)

Advanced Family Relationships. Examines couple and family processes from a micro-social dynamics perspective. Advance undergraduate; Family Studies/Sociology.

0.26 Committee Assignments

2011-Present Faculty, Complex Adaptive Systems, Center for Social Dynamics and Complexity

2004-Present Executive Committee, Center for Social Dynamics and Complexity

2004-2005; 09 Personnel; MFT; ASU New Schools Strategic Planning Committee

2003-2004 ASU Human Subject Committee; MFT; Strategic Planning Committee

2001-2002 ASU Human Subject Committee, Personnel; MFT
 2000-2001 ASU Human Subject Committee; MFT
 2000-2001 Personnel; MFT
 1999-2000 MFT
 1997-1998 Graduate; MFT
 1997-1998 Graduate - chair; MFT
 1996-1997 Ph.D.; MFT
 1995-1996 (spr '96) Ph.D.; MFT
 1994-1995 (fall '94) Ph.D.; MFT; Departmental Review
 1993-1994 Ph.D.; MFT; Departmental Review
 1992-1993 Graduate; Ph.D.; Ad hoc merit evaluation
 1991-1992 Graduate; Ph.D.
 1990-1991 Graduate
 1989-1990 Graduate

0.27 Professional Affiliations

American Association for Marriage and Family Therapy (AAMFT; inactive)
 American Family Therapy Academy (AFTA; inactive)
 American Association for the Advancement of Science (inactive)
 American Society of Clinical Hypnosis (ASCH;inactive)
 Association for the Advancement of Artificial Intelligence
 Computational Social Science Society of the Americas (CSSSA)
 President (2010-2012)
 Vice-President (2009-2010)
 Executive Committee (2008-Present)
 National Conference Organizer and Host 2010, Tempe, AZ
 North American Association for Computational Social and Organization Sciences (NAAC-
 SOS)
 National Conference Organizer and Host 2009, Tempe, AZ
 Vice-President (2008 - 2009)
 Program Committee, International Conference 2006; 2008
 Sigma Xi, The Scientific Research Society (inactive)

0.28 Professional Credentials

Approved Supervisor and Clinical Member – American Association for Marriage and
 Family Therapy (inactive)
 State of Arizona Certified Marriage and Family Therapist # MFT-0043 (inactive)

Clinical Member – American Society of Clinical Hypnosis (inactive)
Clinical Member – American Family Therapy Academy (inactive)

Laura Diane Hanish

ADDRESS

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WEBPAGES

Professional Webpage: <https://webapp4.asu.edu/directory/person/60464>
Research and Translational Webpages:
Lives of Girls and Boys Enterprise: www.livesofgirlsandboys.org
The Sanford Harmony Program: www.sanfordharmonyprogram.org
The Dion Initiative: www.dioninitiative.org
Q-Connectivity Software Program: <http://cocteau.la.asu.edu/cd1/login.php>

EDUCATION

1997	Ph.D.	University of Illinois at Chicago Majors: Developmental Psychology and Clinical Psychology
1994	M.A.	University of Illinois at Chicago Majors: Developmental Psychology and Clinical Psychology
1991	B.S.	Arizona State University Major: Psychology

EMPLOYMENT AND PROFESSIONAL EXPERIENCE

2014-present	Associate Director of Research, T. Denny Sanford School of Social and Family Dynamics, Arizona State University
2014-present	Co-Director, The Dion Initiative for Child Well Being and Bullying Prevention
2013-present	Professor of Child Development, T. Denny Sanford School of Social and Family Dynamics, Arizona State University.
2009-present	Co-Director, The Lives of Girls and Boys Enterprise: Initiatives on Gender Development and Relationships, T. Denny Sanford School of Social and Family Dynamics, Arizona State University.

- 2008-present Executive Director, Sanford Harmony Program, T. Denny Sanford School of Social and Family Family Dynamics, Arizona State University.
- 2010-2014 Director of School Liaisons, American Council for Co-Educational Schooling (ACCES).
- 2006-2013 Associate Professor of Child Development, School of Social and Family Dynamics, Arizona State University.
- 2008-2012 Director of Graduate Studies, Program in Family and Human Development, School of Social and Family Dynamics, Arizona State University.
- 2003-2006 Associate Professor of Child Development, Department of Family and Human Development, Arizona State University.
- 1997-2003 Assistant Professor of Child Development, Department of Family and Human Development, Arizona State University.
- 1996-1997 Child Clinical Psychology Intern, Institute for Juvenile Research, University of Illinois at Chicago.
- 1996 Instructor, Department of Psychology, University of Illinois at Chicago.
- 1994-1996 Data Analysis Coordinator, Metropolitan Area Child Study, Department of Psychology, University of Illinois at Chicago.
- 1994-1996 Child Clinical Psychology Extern, Department of Child and Adolescent Psychiatry, University of Chicago Medical Center, University of Chicago.
- 1993-1994 Psychology Extern, Office of Applied Psychological Services, University of Illinois at Chicago.
- 1992-1994 Research Assessment Coordinator, Metropolitan Area Child Study, Department of Psychology, University of Illinois at Chicago.
- 1992-1993 Clinical Psychology Diagnostic Extern, The Katharine Wright Center, Illinois Masonic Medical Center.
- 1991-1992 Peer Group Intervention Leader, Metropolitan Area Child Study, Department of Psychology, University of Illinois at Chicago.
- 1991-1992 Clinical Psychology Intake Worker, Office of Applied Psychological Services, Department of Psychology, University of Illinois at Chicago.

PROFESSIONAL DEVELOPMENT

2008 Invited participant in the ASU Faculty Women's Association CLAS Leadership Project

RESEARCH ACTIVITIES

* signifies the contributions of postdoctoral fellows and students whom I mentor on my research team

Refereed Articles

Rodkin, P. C., Espelage, D. L., & Hanish, L. D. (in press). A relational framework for understanding bullying: Developmental antecedents and outcomes. *American Psychologist*.

Fabes, R. A., Martin, C. L., Hanish, L. D., Galligan, K.*, & Pahlke, E. (2013, Jun. 26). Gender segregated schooling: A problem disguised as a solution. *Educational Policy*. Advance online publication. doi: 10.1177/0895904813492382.

Palermo, F., Mikulski, A. M., Fabes, R. A., Hanish, L. D., Martin, C. L., & Stargel, L. E. (2014). English exposure in the home and classroom: Predictions to Spanish-speaking preschoolers' English vocabulary development. *Applied Psycholinguistics*, 35, 1163-1187. doi: 10.1017/S0142716412000732.

Rodkin, P. C., Hanish, L. D., Wang, S., & Logis, H. A. (2014). Why the bully/victim relationship is so pernicious: A gendered perspective on power and animosity among bullies and their victims. *Development and Psychopathology*, 26, 689-704. Doi: 10.1017/S0954579414000327.

Note: Hanish and Wang contributed equally and the names are ordered alphabetically.

Andrews, N. C. Z.*, Hanish, L. D., Fabes, R. A., & Martin, C. L. (2014). With whom and where you play: Preschoolers' social context predicts peer victimization. *Social Development*, 23, 357-375. doi: 10.1111/sode.12051.

Eggum-Wilkens, N. D., Fabes, R. A., Castle, S.*, Zhang, L.*, Hanish, L. D., & Martin, C. L. (2014). Playing with others: Head Start children's peer play and relations with kindergarten school competence. *Early Childhood Research Quarterly*, 29, 345-356. doi:10.1016/j.ecresq.2014.04.008.

Hanish, L. D., Bradshaw, C., Espelage, D. L., Rodkin, P. C., Swearer, S., & Horne, A. (2013). Looking toward the future of bullying research: Recommendations for research and funding priorities. *Journal of School Violence*, 12, 283-295. doi: 10.1080/15388220.2013.788449.

- Fabes, R. A., Pahlke, E., Martin, C. L., & Hanish, L. D. (2013). Gender-segregated schooling and gender stereotyping. *Educational Studies, 39*, 315-319. doi: 10.1080/03055698.2012.760442.
- Martin, C. L., Kornienko, O., Schaefer, D. R., Hanish, L. D., Fabes, R. A., & Goble, P.* (2013). The role of sex of peers and gender-typed activities in young children's peer affiliative networks: A longitudinal analysis of selection and influence. *Child Development, 84*, 921-937. doi: 10.1111/cdev.12032.
- Fabes, R. A., Hanish, L. D., Martin, C. M., Moss, A.*, & Reesing, A.* (2012). The effects of young children's affiliations with prosocial peers on subsequent emotionality in peer interactions. *British Journal of Developmental Psychology, 30*, 569-585. doi: 10.1111/j.2044-835X.2011.02073.x.
- Goble, P.*, Martin, C.L., Hanish, L.D., & Fabes, R.A. (2012). Children's gender-typed activity choices across social contexts. *Sex Roles, 67*, 435-451. doi: 10.1007/s11199-012-0176-9.
- Hanish, L. D., Sallquist, J.*, DiDonato, M.*, Fabes, R. A., & Martin, C. L. (2012). Aggression by whom—aggression toward whom: Behavioral predictors of same- and other-gender aggression in early childhood. *Developmental Psychology, 48*, 1450-1462. doi: 10.1037/a0027510.
- Glick, J. G., Hanish, L. D., Yabiku, S. T., & Bradley, R. H. (2012). Migration timing and parenting practices: Contributions to social development in preschoolers with foreign-born and native-born mothers. *Child Development, 73*, 1527-1542.
- Sallquist, J., DiDonato, M.*, Hanish, L. D., Fabes, R. A., & Martin, C. L. (2012). The importance of mutual positive expressivity in social adjustment: Understanding the role of peers and gender. *Emotion, 12*, 304-313. doi: 10.1037/a0025238.
- Martin, C. L., DiDonato, M.*, Clary, L.*, Fabes, R. A., Kreiger, T., Palermo, F.*, & Hanish, L. D. (2012). Preschool children with gender normative and gender non-normative peer preferences: Psychosocial and environmental correlates. *Archives of Sexual Behavior, 41*, 831-847. doi: 10.1007/s10508-012-9950-6.
- DiDonato, M. D.*, Martin, C. L., Amazeen, P. G., Hessler, E. E., Hanish, L. D., & Fabes, R. A. (2012). Gender consistency and flexibility: Using dynamics to understand the relation between gender and adjustment. *Nonlinear Dynamics, Psychology, and Life Sciences, 16*, 159-184.

Halpern, D., Eliot, L., Bigler, R. S., Fabes, R. A., Hanish, L. D., Hyde, J., Liben, L. S., & Martin, C. L. (2011, September 23). The pseudoscience of single-sex schooling. *Science*, 1706-1707.

Halpern, D., Eliot, L., Bigler, R. S., Fabes, R. A., Hanish, L. D., Hyde, J., Liben, L. S., & Martin, C. L. (2012, January 12). Response to comments on the pseudoscience of single-sex schooling. *Science*, 166-168.

Note: Bigler, Fabes, Hanish, Hyde, Liben, & Martin contributed equally and names are ordered alphabetically.

Martin, C. L., Fabes, R. A., Hanish, L. D., Leonard, S. & Dinella, L. (2011). Experienced and expected similarity: Moving toward a comprehensive model of gender segregation. *Sex Roles*, 65, 421-434.

Schaefer, D. R., Light, J. M., Fabes, R. A., Hanish, L. D., & Martin, C. L. (2010). Fundamental principles of network formation among preschool children. *Social Networks*, 32, 61-71.

Hanish, L. D., Martin, C. L., Fabes, R. A., & Barcelo, H. (2008). The breadth of peer relationships among preschoolers: An application of the Q-connectivity method to externalizing behavior. *Child Development*, 79, 1119-1136.

Fabes, R. A., Hanish, L. D., & Martin, C. L. (2007). Peer interactions and the gendered social ecology of preparing young children for school. *Early Childhood Services*, 1, 144-157.

Palermo, F.*, Hanish, L. D., Martin, C. L., Fabes, R. A., & Reiser, M. (2007). Preschoolers' academic readiness: What role does the teacher-child relationship play? *Early Childhood Research Quarterly*, 22, 407-422.

Martin, C. L., Fabes, R. A., Hanish, L. D., & Hollenstein, T. (2005). Social dynamics in preschool. *Developmental Review*, 25(3-4), 299-327.

Hanish, L. D., Martin, C. L., Fabes, R. A., Leonard, S.*, & Herzog, M.* (2005). Exposure to externalizing peers in early childhood: Homophily and peer contagion processes. *Journal of Abnormal Child Psychology*, 33, 267-281.

Hanish, L. D., Ryan, P.*, Martin, C. L., & Fabes, R. A. (2005). The social context of young children's peer victimization. *Social Development*, 14, 2-19.

Fabes, R. A., Martin, C. L., & Hanish, L. D. (2004). The next 50 years: Considering gender as a context for understanding young children's peer relationships. *Merrill Palmer Quarterly*, 50, 260-273.

Hanish, L. D., Eisenberg, N., Fabes, R. A., Spinrad, T. L., Ryan, P.*, & Schmidt, S.* (2004). The expression and regulation of negative emotions: Risk factors for young children's peer victimization. *Development and Psychopathology*, 16, 335-353.

- Hanish, L. D., & Guerra, N. G. (2004). Aggressive victims, passive victims, and bullies: Developmental continuity or developmental change? *Merrill Palmer Quarterly*, *50*, 17-38.
- Spinrad, T. L., Eisenberg, N., Stanley, E., Hanish, L. D., Fabes, R. A., Kupanoff, K.*, Ringwald, S.*, & Holmes, J.* (2004). The relation of children's everyday nonsocial peer play behavior to their emotionality, regulation, and social functioning. *Developmental Psychology*, *40*, 67-80.
- Fabes, R. A., Martin, C. L., Hanish, L. D., Anders, M.*, and Madden-Derdich, D. A. (2003). Early school competence: The roles of sex-segregated play and effortful control. *Developmental Psychology*, *39*, 848-858.
- Fabes, R. A., Martin, C. L., & Hanish, L. D. (2003). Young children's play qualities in same-, other-, and mixed-sex peer groups. *Child Development*, *74*, 921-932.
- Fabes, R. A., Hanish, L. D., & Martin, C. L. (2003). Children at play: The role of peers in understanding the effects of child care. *Child Development*, *74*, 1039-1043.
- Hanish L. D., & Guerra, N. G. (2002). A longitudinal analysis of patterns of adjustment following peer victimization. *Development and Psychopathology*, *14*, 69-89
- Tolan, P. H., Hanish, L. D., McKay, M. M., & Dickey, M. H. (2002). Evaluating process in child and family interventions: Aggression prevention as an example. *Journal of Family Psychology*, *16*, 220-236.
- Fabes, R. A., Hanish, L. D., Martin, C. L., & Eisenberg, N. (2002). Young children's negative emotionality and social isolation: A latent growth curve analysis. *Merrill Palmer Quarterly*, *48*, 284-307.
- Hanish, L. D., & Tolan, P. H. (2001). Patterns of change in family-based aggression prevention. *Journal of Marital and Family Therapy*, *27* (2), 43-54.
- Fabes, R. A., Eisenberg, N., & Hanish, L. D. & Spinrad, T. L. (2001). Preschoolers' spontaneous emotion vocabulary: Relations to likability. *Journal of Early Education and Research*, *12*, 11-27.
- Hanish, L. D., & Guerra, N. G. (2000). Predictors of peer victimization among urban youth. *Social Development*, *9*, 521-543.
- Hanish, L. D., & Guerra, N. G. (2000). Children who get victimized at school: What is known? What can be done? *Professional School Counseling*, *4*(2), 113-119.

- Hanish, L. D., & Guerra, N. G. (2000). The roles of ethnicity and school context in predicting children's victimization by peers. *American Journal of Community Psychology*, 28, 201-223.
- Fabes, R. A., Martin, C. L., Hanish, L. D., & Updegraff, K. (2000). Criteria for evaluating the significance of developmental research in the 21st Century: Force and counterforce. *Child Development*, 71, 212-221.
- Eisenberg, N., Fabes, R. A., Minore, D., Mathy, R., Hanish, L., and Brown, T. (1994). Children's enacted interpersonal strategies: Their relations to social behavior and negative emotionality. *Merrill Palmer Quarterly*, 40, 212-232.
- Eisenberg, N., Fabes, R. A., Bernzweig, J., Karbon, M., Poulin, R., & Hanish, L. (1993). The relations of emotionality and regulation to preschoolers' social skills and sociometric status. *Child Development*, 64, 1418-1438.

Edited Books

- Rodkin, P. C., & Hanish, L. D. (Volume Eds.) (2007). Social network analysis and children's peer relationships. In R. W. Larson & L. A. Jensen (Series Eds.), *New directions for child and adolescent development* (Vol. 118). San Francisco: Jossey-Bass.

Book Chapters

- Martin, C. L., Fabes, R. A., Hanish, L. D., Gaertner, B., Miller, C. F., Foster, S., & Updegraff, K. A. (in press). Using an intergroup contact approach to improve gender relationships. In A. Rutland, D. Nesdale, & C. Brown, (Eds.), *Handbook of Group Processes in Children and Adolescents*.
- Fabes, R. A., Hayford, S., Pahlke, E., Santos, C., Zosuls, K., Martin, C. L., & Hanish, L. D. (in press). Peer influences on gender differences in educational aspiration and attainment. In J. Eccles & I. Schoon (Eds.), *Gender Differences in Aspirations and Attainment*. Cambridge: Cambridge University Press.
- Martin, C. L., Fabes, R. A., & Hanish, L. D. (2014). Gendered-peer relationships in educational contexts. In L. Liben & R. Bigler (Eds.), *Advances in Child Development and Behavior: Vol. 147. The Role of Gender in Educational Contexts and Outcomes* (pp. 151-187). San Diego, CA: Elsevier.
- Miller, C., Martin, C. L., Fabes, R., & Hanish, L. D. (2013). Bringing the cognitive and social together: How gender detectives and gender enforcers shape children's gender development. In M. Banaji & S. Gelman (Eds.), *Navigating the social world: A developmental perspective* (pp. 306-313). Oxford: Oxford University Press.

- Martin, C. L., Fabes, R. A., & Hanish, L. D. (2011). Gender and temperament in young children's social interactions. In A. D. Pellegrini (Ed.), *Oxford Handbook of the Development of Play* (pp. 214-230). Oxford: Oxford University Press.
- Hanish, L. D., Hill, A., Gosney, S.*, Fabes, R. A., & Martin, C. L. (2011). Girls, boys, and bullying in preschool: The role of gender in the development of bullying. In D. Espelage & S. Swearer (Eds.), *Bullying in North American Schools* (pp. 132-146). New York: NY: Routledge.
- Fabes, R. A., Martin, C. L., & Hanish, L. D. (2009). Children's behaviors and interactions with peers. In K. Rubin, W. M. Bukowski, & B. Laursen (Eds.), *Handbook of peer interactions, relationships, and groups* (pp. 45-62). New York: Guilford.
- Berenbaum, S. A., Martin, C. L., Hanish, L. D., Briggs, P. T.*, & Fabes, R. A. (2008). Sex differences in children's play. In J. B. Becker, K. J. Berkley, N. Geary, E. Hampson, J. Herman, & E. Young (Eds.), *Sex differences in the brain: From genes to behavior* (pp. 275-290). New York: Oxford University Press.
- Hanish, L. D., Barcelo, H., Martin, C. L., Fabes, R. A., Holmwall, J.* & Palermo, F.* (2007). Using the Q-Connectivity Method to Study Frequency of Interaction with Multiple Peer Triads: Do Preschoolers' Peer Group Interactions at School Relate to Academic Skills? In R. W. Larson & L. A. Jensen (Series Eds.) and P. C. Rodkin & L. D. Hanish (Volume Eds.), *New directions for child and adolescent development: Social network analysis and children's peer relationships* (Vol. 118, pp. 9-24). San Francisco: Jossey-Bass.
- Hanish, L. D., & Rodkin, P. C. (2007). Bridging children's social development and social network analysis. In R. W. Larson & L. A. Jensen (Series Eds.) and P. C. Rodkin & L. D. Hanish (Volume Eds.), *New directions for child and adolescent development: Social network analysis and children's peer relationships* (Vol. 118, pp. 1-8). San Francisco: Jossey-Bass.
- Schmidt, S. K.*, Griffin, W. A., Hanish, L. D., Martin, C. L., Fabes, R. A., Barcelo, H., & Greenwood, P. (2005). PlayMate: New data, new rules, and model validity. In D. L. Sallach, C. M. Macal, & M. J. North (Eds.), *Agent 2004: Social dynamics: Interaction, reflexivity, and emergence* (pp. 339-351). Chicago, IL: University of Chicago and Argonne National Laboratory.
- Griffin, W. A., Hanish, L. D., Martin, C. L., & Fabes, R. A. (2004). Modeling playgroups in children: Determining validity and veridicality. In D. L. Sallach, C. M. Macal, & M. J. North (Eds.), *Agent 2003: Challenges in social simulation* (pp. 93-111). Chicago, IL: University of Chicago and Argonne National Laboratory.
- Hanish, L. D., Kochenderfer-Ladd, B. Fabes, R. A., Martin, C. L., & Denning, D.* (2004). Bullying among young children: The influence of peers and teachers. In D. Espelage & S. Swearer (Eds.), *Bullying in American schools: A social ecological perspective on prevention and intervention* (pp. 141-159). Mahwah, NJ: Erlbaum Publishers.

Hanish, L. D., & Tolan, P. H. (2001). Antisocial behaviors in children and adolescents: Expanding the cognitive model. In W. J. Lyddon & J. V. Jones (Eds.), *Empirically-supported cognitive therapies: Current and future applications* (pp. 182-199). New York: Springer.

Hanish, L. D., Tolan, P. H., & Guerra, N. G. (1996). Treatment of oppositional defiant disorder. In M. Reinecke, F. M. Dattilio, & A. Freeman (Eds.), *Cognitive therapy with children and adolescents: A casebook for clinical practice*. (pp. 62-78) NY: Guilford.

Guerra, N. G., Huesmann, L. R., & Hanish, L. (1995). The role of normative beliefs in children's social behavior. In M. Clark (Series Ed.) & N. Eisenberg (Vol. Ed.), *Review of personality and social psychology: Vol. 15. Social development* (pp. 140-158). Thousand Oaks, CA: Sage.

Encyclopedia Entries

Hanish, L. D., & Fabes, R. A. (2013). Peer socialization of gender in young boys and girls. In C. L. Martin (Topic Ed.) and R. E. Tremblay, M. Boivin, & R. DeV. Peters (Series Eds.), *Encyclopedia on Early Childhood Development* [online]. Montreal, Quebec: Centre of Excellence for Early Childhood Development and Strategic Knowledge Cluster on Early Child Development (pp. 1-5). Available at: <http://www.child-encyclopedia.com/documents/Hanish-FabesANGxp1.pdf>.

Updegraff, K. A., & Hanish, L. D. (2000). Child development. In C. Kramarae & D. Spender (General Eds.) and L. Star (Science and Technology Ed.), *The Routledge international encyclopedia of women: Global women's issues and knowledge. Vol. 1* (pp. 160-163). New York: Routledge.

External Research Awards Received

Hanish (PI and Executive Director). *The Sanford Harmony Whole School Program*, 2012-2014, The T. Denny Sanford Foundation, \$1,600,000 (Direct) (PIs and Executive Directors: R. A. Fabes, L. D. Hanish, C. L. Martin, & K. Updegraff).

Hanish (PI and Executive Director). *The Sanford Harmony Program*, 2008-2013, The T. Denny Sanford Foundation, \$4,000,000 (Direct) (PIs and Executive Directors: R. A. Fabes, C. L. Martin, L. D. Hanish, & K. Updegraff).

Hanish (PI). *The Catalyst Project*, 2009-2012, The T. Denny Sanford Foundation, \$400,000 (Direct) (PIs: L. D. Hanish, C. L. Martin, & R. A. Fabes).

Hanish (Consultant). *A longitudinal study of teaching practices, classroom peer networks, and youth outcomes*, 2010-2014, Institute for Education Sciences, \$2,164,277 (Total) (PIs: P. C. Rodkin & S. D. Gest).

Hanish (PI). *Application of discrete homotopy theory to the study of children's social networks*, 2009-2012, National Institute on Drug Abuse, \$381,898 (Total) (PIs: H. Barcelo, L. D., Hanish).

PIs are listed alphabetically.

Hanish (Co-Investigator). *Family migration context, development, and early school outcomes*, 2009-2012, National Institute of Child Health and Human Development, \$404, 810 (Total) (PIs: J. Glick, L. D. Hanish, & S. Yabiku).

Hanish (Co-PI). *Bilingualism and school readiness: Language development, academic skills, and social competence in Spanish-speaking Head Start students*, 2007-2011, Department of Health and Human Services Administration for Children and Families: 90YF0062, \$500,000 (Total) (PIs: A. Mikulski, R. A. Fabes, L. D. Hanish, C. L. Martin, & F. Palermo*).

Hanish (Co-PI). *Peer relationships and school readiness*, 2004-2010, National Institute of Child Health and Human Development, \$2.3 million (Total); Minority training supplement awarded, 2005-2008, \$34,733 (Total) (PIs: C. L. Martin, R. A. Fabes, & L. D. Hanish).

Hanish (Co-PI). *The ontology and evolution of children's playgroups*, 2004-2007, National Science Foundation, \$189,981 (Total) (PIs: W. Griffin, C. L. Martin, L. D. Hanish, R. A. Fabes, & H. Barcelo).

Hanish (Investigator, 5% contributed). *Center for Prevention of Child and Family Stress*, 2000-2003, National Institute of Mental Health, \$2.5 million (Direct) (PIs: I. Sandler, M. Roosa, S. Wolchik, S. Braver, N. Gonzales, R. Millsap, J. Tein, & L. Chassin).

Internal Research Awards Received

Hanish (Investigator). *Lives of Teens*, 2013, College of Liberal Arts and Sciences Seed Funding, \$21,057 (Direct) (PIs: F. S. Christopher & K. Updegraff).

Hanish (PI). *Development and Application of the Q-Connectivity Method*, 2006, SSFD Family and Human Dynamics Research Institute Translational Research for Innovation Program (TRIP) Award, \$6500 (Direct) (PIs: L. D. Hanish & H. Barcelo).

Hanish (PI). *Children's School-Related Transitions and Relationships*, 2001, ASU Multi-Investigator Proposal Development Grant, \$15,125 (Direct) (PIs: R. A. Fabes, C. L. Martin, & L. D. Hanish).

Hanish (PI). *Early Childhood Risk Factors for Peer Victimization*, 1998, ASU Faculty Grant-In-Aid, \$7000 (Direct) (PI: L. D. Hanish).

External Training Awards Received

Hanish (Investigator, 5% contributed). *Research Training in Child Mental Health/Primary Prevention*, 2005-2010, National Institute of Mental Health, \$200,000 (Direct) (PI: L. Chassin).

Hanish (Investigator, 5% contributed). *Research Training in Child Mental Health/Primary Prevention*, 2000-2005, National Institute of Mental Health, \$207,276 (Direct) (PI: L. Chassin).

Refereed Conference Presentations

DeLay, D., Zhang, L.*, Hanish, L. D., Martin, C. L., & Fabes, R. A. (2014, September). Peer relationship dynamics affecting early academic competency: A social network analysis of at-risk preschool children. Poster presented at the 2014 SRCD Special Topic Meeting: Developmental Methodology, San Diego, CA.

Rodkin, P., Wang S., Logis, H., & Hanish, L. D. (2014, July). *Popularity and aggression differences in bully-victim dyads*. Presented in R. Fu (Chair) Understanding peer socialization across diverse cultural contexts. ISSBD, Shanghai, China.

Granger, K.*, Hanish, L. D., Kornienko, O., & Swanson, J. (2014, April). *Teachers' responses to physical aggression: The role of child gender, teachers' emotional reactions, and developmental beliefs*. Roundtable presentation at the Annual Meeting of the American Educational Research Association, Philadelphia, PA.

Andrews, N. C. Z.*, Hanish, L. D., Martin, C. L., Santos, C. E., & Kornienko, O. (2014, March). *Aggression and social prominence in early adolescence: Why form of aggression matters*. Poster presented at the Society for Research in Adolescence Biennial Meeting, Austin, TX.

DeLay, D.*, Zhang, L.*, Hanish, L. D., Martin, C. L., & Fabes, R. A. (February, 2014). *Peer influence on school readiness during preschool: A social network analysis of at risk preschool children*. Paper presented at the annual meeting of the International Network for Social Network Analysis Sunbelt XXXIV, St. Peter, FL, USA.

Andrews, N. C. Z.*, Hanish, L. D., Santos, C., Kornienko, O., Rodkin, P. C., & Granger, K. E.* (2013, April). Being in the know: Early adolescents' nominations of who bullies whom. Paper presented in L. Closson (Chair), *Dyadic and group processes involved in externalizing behaviors in adolescence: Links with social dominance and prominent*, at the Society for Research in Child Development Biennial Meeting, Seattle, Washington.

Bryce, C. I.*, Field, R. D.*, Martin, M. S.*, Thompson, M. S., & Hanish, L.D. (2013, April). *Measurement invariance and same-sex aggression: A look at equivalent construct measurement between boys and girls*. Poster presented at the Society for Research in Child Development conference, Seattle, WA.

- Bryce, C. I.*, Swanson, J., Fabes, R. A., Hanish, L.D., & Martin, C. L. (2013, April). *School engagement as a mediator linking home, temperament, and peers to academic outcomes among low-income Latino kindergartners*. Poster presented at the Society for Research in Child Development conference, Seattle, WA.
- DiDonato, M.*, Martin, C.L., Hanish, L., & Fabes, R. (2013, April) .Gendered interactions and their consequences: A dynamical perspective. Paper presented in A. Rose (Chair), *The role of gender in preadolescents' and adolescents' peer relationships*. Society for Research in Child Development Biennial Meeting, Seattle, WA.
- England, D.E.*, Andrews, C.Z.N.*, Martin, C.L., DiDonato, M.D.*, Hanish, L.D. (2013, April) *Promoting positive peer relations in an academic task: An examination through APIM*. Poster presented at the Society for Research in Child Development. Seattle, WA.
- Goble, P.*, Foster, S.A., Bryce, C.I.*, Hanish, L. D., Eggum, N, Martin, C.L., & Fabes, R.A., (2013, April). *The Transition to School: Children's Social Interaction Skills and Academic Achievement*. Poster presented at the Society for Research in Child Development Biennial Meeting, Seattle, WA.
- Granger, K.*, Kornienko, O., Hanish, L. D., Martin, C. L., & Fabes, R. A. (2013, April). *Guiding play: Preschool teachers' facilitation of gender-typed activities*. Poster presented at the Society for Research in Child Development Biennial Meeting, Seattle, WA.
- Palermo, F., Mikulski, A. M., Fabes, R. A., Hanish, L. D., & Martin, C. L. (2013, April). *English and Spanish exposure at home and Spanish-speaking preschoolers' dual language vocabulary and word-reading development*. Poster presented at the Society for Research in Child Development Biennial Meeting, Seattle, WA.
- Stargel, L.*, Palermo, F., Mikulski, A. M., Fabes, R. A., Hanish, L. D., & Martin, C. L. (2013, April). *Bidirectional associations among close student-teacher relationships and Spanish-speaking preschoolers' English oral proficiency*. Poster presented at the Society for Research in Child Development Biennial Meeting, Seattle, WA.
- Mikulski, A., Palermo, F., Fabes, R. A., Hanish, L. D., Martin, C. L., & Gottheiner, M. (2012, June). *Home literacy environments and English vocabulary skills of Spanish-speaking Head Start children*. Poster presented at Head Start's 11th National Research Conference, Washington, DC.
- Senior, A. M.*, Palermo, F., Mikulski, A., Fabes, R. A., Hanish, L. D., & Martin, C. L. (2012, June). *Vocabulary skills and peer interaction styles of Spanish-speaking children in Head Start*. Poster presented at Head Start's 11th National Research Conference, Washington, DC.

- Goble, P. M.*, Martin, C. L., Hanish, L. D., & Fabes, R. A. (2012, April). *Defining preschool gender-typed activities*. Poster presented at the Fifth Gender Development Research Conference, San Francisco, CA.
- Granger, K. L.*, Hanish, L. D., & Farago, F.* (2012, April). Teachers' gender-related attitudes as predictors of gender grouping strategies in the classroom. Poster presented at the Fifth Gender Development Research Conference, San Francisco, CA.
- Fabes, R. A., Martin, C. L., & Hanish, L. D. (2012, April). Social development in gender integrated and segregated contexts. Paper presented in R. Bigler (Chair), *The state of single-sex schooling: Theoretical, empirical, methodological, and legal issues*. Annual Meeting of the American Educational Research Association, Vancouver, Canada.
- Andrews, N.*, Kornienko, O., Santos, C., Hanish, L. D. (2012, March). *Delinquent Behavior and Social Network Position in Early Adolescence*. Poster presented at the Society for Research in Adolescence Biennial Meeting, Vancouver, Canada.
- Kochel, K., Miller, C., Updegraff, K., Fabes, R. A., Martin, C. L., & Hanish, L. D. (2012, March). *Fifth Graders' Psychosocial Adaptation as a Function of Gender Typicality*. Poster presented at the Society for Research in Adolescence Biennial Meeting, Vancouver, Canada.
- Miller, C. F., Kochel, K., Updegraff, K., Martin, C. L., Fabes, R. A., & Hanish, L. D. (2012, March). *Individual Factors Associated with Fifth Graders' Desire for Same- Versus Other-Sex Interactions*. Poster presented at the Society for Research in Adolescence Biennial Meeting, Vancouver, Canada.
- DiDonato, M. D.*, Sallquist, J., Hanish, L. D., Martin, C. L., & Fabes, R. A. (2011, March). *Positive emotionality and adjustment in children: The effects of peer emotionality*. Poster presented at the Society for Research in Child Development Biennial Meeting, Montreal, Canada.
- Sallquist, J., DiDonato, M. D.*, Hanish, L. D., Martin, C. L., & Fabes, R. A. (2011, March). *Children's use of positive affect during interactions with same- and opposite-sex peers*. Poster presented at the Society for Research in Child Development Biennial Meeting, Montreal, Canada.
- Clary, L. K.*, Hanish, L. D., Martin, C. L., & Fabes, R. A. (2011, March). *Time spent with peers: Risk and protective factors for preschoolers' peer victimization*. Poster presented at the Society for Research in Child Development Biennial Meeting, Montreal, Canada.
- Goble, P. M.*, Hanish, L. D., & Martin, C. L. (2011, March). *Smart little girls: Predictors of girls' early academic achievement*. Poster presented in C. L. Martin (Chair), *Gender-Related Predictors of Girls' Academic Engagement and Performance*, at the Society for Research in Child Development Biennial Meeting, Montreal, Canada.

Castle, S. L.*, Hanish, L. D., Barcelo, H., Eke, B.*, White, J.*, & Blitzstein, J. (2011, March). *The strength of children's peer relationships: The role of gender and behavioral similarity*. Poster presented at the Society for Research in Child Development Biennial Meeting, Montreal, Canada.

Kim, H.*, England, D. E.*, Sallquist, J., Martin, C. L., Hanish, L. D., & Fabes, R. A. (2011, March). *Is social anxiety limiting children's school success?* Poster presented at the Society for Research in Child Development Biennial Meeting, Montreal, Canada.

Palermo, F.*, Mikulski, A. M., Clary, L. K.*, Fabes, R. A., Hanish, L. D., & Martin, C. L. (2011, March). *Teachers' English use and Spanish-speaking preschoolers' English production skills: The role of English comprehension*. Poster presented at the Society for Research in Child Development Biennial Meeting, Montreal, Canada.

Mikulski, A. M., Palermo, F.*, Clary, L. K.*, Meek, S. E.*, Fabes, R. A., Hanish, L. D., & Martin, C. L. (2011, March). *Do Spanish-speaking children improve their academic skills after a year in Head Start?* Poster presented at the Society for Research in Child Development Biennial Meeting, Montreal, Canada.

Galligan, K. M.*, Fabes, R. A., Martin, C. L., & Hanish, L. D. (2011, March). *Qualities of young children's play in gender-segregated and gender-integrated contexts*. Poster presented at the Society for Research in Child Development Biennial Meeting, Montreal, Canada.

Palermo, F.*, Mikulski, A. M., Clary, L.*, Hanish, L. D., Martin, C. L., & Fabes, R. A. (2010, June). *Bilingualism and school readiness: The role of teachers' English use in Head Start classrooms*. Poster presented at Head Start's 10th National Research Conference, Washington, DC.

Palermo, F.*, Hanish, L. D., Martin, C. L., & Fabes, R. A. (2010, June). *Peers' language use in English-Spanish Head Start classrooms: Does it predict English reading ability in kindergarten?* Poster presented at Head Start's 10th National Research Conference, Washington, DC.

Gosney, S.*, Hanish, L. D., Fabes, R. A., & Martin, C. L. (2010, May). Preschoolers' Experiences with Teachers: The Role of Children's Gender and Emotions. Paper presented in D. Wisneski (Chair), *Examining the Relationships, Roles, and Personal Interactions of Children and Adults in Early Childhood Settings* at the Annual Meeting of the American Educational Research Association, Denver, CO.

Briggs, P.*, Martin, C. L., Fabes, R. A., & Hanish, L. D. (2010, April). *Gender, affect, and attractor states: A state space analysis of preschoolers' peer interactions*. Poster presented at the Fourth Gender Development Research Conference, San Francisco, CA.

- Gosney, S.* , Hanish, L. D., & Bradley, R. H. (2010, March). *Preschoolers' Impulsivity and Kindergarten Academic Outcomes: Experiences with Teachers as a Mediation Mechanism*. Paper presented at the Biennial Meeting of the Society for Research in Human Development, San Antonio, TX.
- Goble, P. M.* , Martin, C. L., Hanish, L. D., Clary, L. K.* , DiDonato, M. D.* , & Fabes, R. A. (2009, March). *Gender normative and non-normative children: Activity choices across social contexts*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Denver, CO.
- DiDonato, M. D.* , Martin, C. L., Hessler, E.* , Hanish, L. D., & Fabes, R. A. (2009, March). *Dynamic patterns in children's gendered behavior*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Denver, CO.
- Gosney, S. L.* , Hanish, L. D., Martin, C. L., & Fabes, R. A. (2009, March). *Preschoolers' emotionality and their experiences with teachers*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Denver, CO.
- Hanish, L. D. (2009, March). Using social networks to study aggression and victimization. Discussant for a paper symposium in M. Schmidt & C. L. Bagwell (Chairs), *Aggression and victimization in social networks*, at the Biennial Meeting of the Society for Research in Child Development, Denver, CO.
- Briggs, P. T.* , Martin, C. L., Fabes, R. A., & Hanish, L. D. (2009, March). *Links between emotion and sex segregation in preschool: A latent class analysis*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Denver, CO.
- Clary, L. K.* , Hanish, L. D., Martin, C. L., & Fabes, R. A. (2009, March). *Social behavior in preschool: Does it predict academic outcomes in preschool and kindergarten?* Poster presented at the Biennial Meeting of the Society for Research in Child Development, Denver, CO.
- Schaefer, D. R., Hanish, L. D., Fabes, R. A., Martin, C. L., & Light, J. (2009, March). *A longitudinal analysis of homophily in networks of preschool children*. Paper presented at the Sunbelt Social Networks Conference XXIX, San Diego, CA.
- Goble, P. M.* , Hanish, L. D., Fabes, R. A., Martin, C. L., Clary, L. K.* , & Palermo, F.* (2008, April). *Exploring the influence of social context on young children's gender-typed activity choices*. Poster presented at the Third Gender Development Research Conference, San Francisco, CA.
- DiDonato, M. D.* , Martin, C. L., Palermo, F.* , Clary, L. K.* , Kreiger, T.C.* , Fabes, R. A., Hanish, L.D. (2008, April). *How does gender non-normativity affect children's peer socialization opportunities?* Poster presented at the Third Gender Development Research Conference, San Francisco, CA.

- Briggs, P.*, Martin, C. L., Fabes, R. A., & Hanish, L. D. (2008, April). *Sex segregation hits the slopes: A latent class analysis of preschoolers' preferences for same-sex peers*. Poster presented at the Third Gender Development Research Conference, San Francisco, CA.
- Clary, L. K.*, Palermo, F.*, Kreiger, T. C.*, DiDonato, M.*, Martin, C.L., Hanish, L.D., & Fabes, R. A. (2008, April). *Assessing differences in gender normative and gender non-normative children's characteristics and social play behaviors in preschool*. Poster presented at the Third Gender Development Research Conference, San Francisco, CA.
- Fabes, R. A., Hanish, L. D., Martin, C. L., & Moss, A.* (2007, March). *Teachers' perceptions of preschoolers' adjustment to kindergarten: The role of children's attentional abilities*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Boston, MA.
- Clary, L. K.*, Palermo, F.*, Briggs, P. T.*, Kreiger, T. C.*, Martin, C. L., Fabes, R. A., & Hanish, L. D. (2007, March). *Social relationships and literacy in young gender non-normative girls*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Boston, MA.
- Herzog, M. J.*, Palermo, F.*, Fabes, R. A., Hanish, L. D., & Martin, C. L. (2007, March). *Teacher ratings of social competence: The influence of observed social behavior*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Boston, MA.
- Hanish, L. D., Martin, C. L., Fabes, R. A., & Barcelo, H. (2007, March). The breadth of peer relationships among externalizing preschoolers: An illustration of the Q-connectivity method. Paper presented in P. C. Rodkin & L. D. Hanish (Chairs), *Social network analysis and children's peer relationships*, at the Biennial Meeting of the Society for Research in Child Development, Boston, MA.
- Hanish, L. D., Fabes, R. A., Martin, C. L., Clary, L. K.*, & Palermo, F.* (2007, March). Peer socialization of boys' and girls' aggression in early childhood: Does the gender of peers matter? Paper presented in L. D. Hanish (Chair), *Gender differences in the form and function of aggression across the lifespan*, at the Biennial Meeting of the Society for Research in Child Development, Boston, MA.
- Moss, A. E.*, Fabes, R. A., Hanish, L. D., & Martin, C. L. (2007, March). *Teachers' perceptions of young children's school adjustment: The role of teacher-parent relationships*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Boston, MA.
- McGuire, J.*, Martin, C. L., Fabes, R. A., & Hanish, L. D. (2007, March). *The role of "Gender enforcers" in young children's peer interactions*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Boston, MA.

- Martin, C. L., Hanish, L. D., Fabes, R. A., Palermo, F.*, Briggs, P. T.*, & McGuire, J.* (2007, March). Using observational data to characterize young children's social networks. Paper presented in B. Vaughn (Chair), *Characterizing social networks in preschool classrooms: Multiple methods, converging conclusions*, at the Biennial Meeting of the Society for Research in Child Development, Boston, MA.
- Palermo, F.*, Briggs, P.*, Hanish, L. D., Martin, C. L., & Fabes, R. A. (2006, June). *Mother's acculturation: Does it influence Mexican American Head Start students' early school performance*. Poster presented at Head Start's 8th National Research Conference, Washington, DC.
- Palermo, F.*, Clary, L. K.*, Hanish, L. D., Martin, C. L., & Fabes, R. A. (2006, April). *Gender non-normative behaviors: Risk factors for peer victimization in preschool?* Poster presented at the Second Gender Development Conference, San Francisco, CA.
- Moss, A. E.*, Fabes, R. A., Foster, S. A., Martin, C. L., & Hanish, L. D. (2005, November). *Does mother know best? Parent and teacher reports: Links to child behavior*. Poster presented at the National Council on Family Relations 67th Annual Conference, Phoenix, AZ.
- Hanish, L. D., Martin, C. L., Fabes, R. A., Barcelo, H., Griffin, W., Schmidt, S.*, & Dodd, M.* (2005, April). Methodological Advances in Studying Peer Relationships: The Q-Connectivity Approach. Paper presented in P. Rodkin & A. C. Fletcher (Chairs), *Methodological advances in the identification and study of children's friendships and social groups*, at the Biennial Meeting of the Society for Research in Child Development, Atlanta, GA.
- Herzog, M., J.*, Schmidt, S. K.*, Madden-Derdich, D., Martin, C. L., Fabes, R. A., & Hanish, L. D. (2005, April). *Pathways to play: A systemic approach to understanding other-sex interaction in preschool*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Atlanta, GA.
- Acuna, R.*, Foster, S., Fabes, R. A., Martin, C. L., & Hanish, L. D. (2005, April). *Teacher! Teacher!: The role of teacher-child dependency in the relation of preschoolers' reticence and social competence*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Atlanta, GA.
- Schmidt, S. K.*, Hanish, L. D., Fabes, R. A., & Martin, C. L. (2005, April). *Dyadic relationships and stability: Examining the role of gender and emotion in preschool peer interaction*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Atlanta, GA.
- Fabes, R. A., Martin, C. L., Hanish, L. D., Reesing, A., McGuire, J.*, Moss, A.*, & Briggs, P.* (2005, April). *Prosocial segregation and exposure in young children's peer interactions*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Atlanta, GA.

- Palermo, F.*, Luckey, A. J.*, Hanish, L. D., Martin, C. L., & Fabes, R. A. (2005, April). *Young children's academic readiness: What role does the teacher-child relationship play?* Poster presented at the Biennial Meeting of the Society for Research in Child Development, Atlanta, GA.
- Schmidt, S. K.*, Griffin, W. A., Hanish, L. D., Martin, C. L., Fabes, R. A., Barcelo, H., & Greenwood, P. (2004, October). *Playmate: New data, new rules, and model validity.* Paper presented at the Agent 2004 Conference. Chicago, IL.
- Schmidt, S.*, & Hanish, L. D. (2004, March). *Neighborhood influences on young adolescents' peer victimization.* Poster presented at the 10th Biennial Meeting of the Society for Research in Adolescence. Baltimore, MD.
- Boxer, P., Huesmann, L. R., & Hanish, L. D. (2004, March). Peer popularity and program effectiveness: Findings from a randomized prevention trial. Paper presented in E. F. Dubow & P. Boxer (Chairs), *Critical developmental and methodological issues in adolescent aggression prevention* at the 10th Biennial Meeting of the Society for Research in Adolescence. Baltimore, MD.
- Griffin, W. A., Hanish, L. D., Martin, C. L., & Fabes, R. A. (2003, October). Modeling playgroups in children: Determining the Validity and Veridicality. Paper presented in S. Banks (Chair), *Approaches to validation*, at the Agent 2003 Conference on Challenges in Social Simulation. Chicago, IL.
- Porter, M.*, & Hanish, L. D. (2003, April). *To what extent are maternal and paternal parenting protective factors for adolescent delinquency?* Poster presented at the Biennial Meeting of the Society for Research in Child Development. Tampa, FL.
- Griffin, W. A., Martin, C. L., Hanish, L. D., & Fabes, R. A. (2003, April). *Agent-based models and computer simulation as a methodological aid for the study of micro-social behavior.* Poster presented at the Biennial Meeting of the Society for Research in Child Development, Tampa, FL.
- Griffin, W. A., Martin, C., Fabes, R., Hanish, L., Anders, M.*, Leonard, S.*, & Herzog, M.* (2003, March). *A multi-agent computational model of the evolution in children's playgroup formation.* Paper presented at the 2nd Lake Arrowhead Conference on Computational Social Science and Social Complexity. Lake Arrowhead, CA.
- Fabes, R. A., Martin, C. L., & Hanish, L. D. (2002, October). *Patterns of social behavior as a function of children's prosocial dispositions: A consideration of peer socialization processes.* Paper presented at the Symposium on Prosocial Dispositions and Solidarity, Groningen, Netherlands.

- Griffin, W. A., Cree, W.* , Martin, C., Fabes, R., & Hanish, L. (2002, May). *Emergent structure in children's play group formation*. Paper presented at the 1st Lake Arrowhead Conference on Computational Social Science and Social Complexity. Lake Arrowhead, CA.
- Hanish, L. D., Porter, M.* , Ryan, P.* , & Denning, D.* (2002, April). Victimization in the school and neighborhood: Relations with school functioning. Paper presented in P. C. Rodkin & E. V. E. Hodges (Chairs), *Aggression and victimization in group and sociocultural context*, at the 9th Biennial Meeting of the Society for Research in Adolescence. New Orleans, LA.
- Fabes, R. A., Hanish, L. D., Martin, C. L., & Eisenberg, N. (2001, August). *Growth curve analysis of children's negative emotionality and social isolation*. Poster presented at the 109th Annual Convention of the American Psychological Association, San Francisco, CA.
- Dinella, L. M.* , Logan, A. D.* , Martin, C. L., Fabes, R. A., & Hanish, L. D. (2001, August). *Predicting girls' playmates: Child characteristics leading to different play constellations*. Poster presented at the 109th Annual Convention of the American Psychological Association, San Francisco, CA.
- Ryan, P.* , Logan, A.* , Hanish, L. D., Martin, C. L., & Fabes, R. A. (2001, April). *Assessing the validity of self-, teacher-, and observer-ratings of peer victimization in young children*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Minneapolis, MN.
- Specter, M.* , & Hanish, L. D. (2001, April). *Juvenile delinquency: Do mothers play different roles for boys and girls?* Poster presented at the Biennial Meeting of the Society for Research in Child Development, Minneapolis, MN.
- Zawlocki, T.* , & Hanish, L.D. (2001, April). *The social context of bullying*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Minneapolis, MN.
- Hanish, L. D., Ryan, P.* , Spinrad, T., Eisenberg, N., & Fabes, R. A. (2000, August). *Individual and social predictors of peer victimization in young children*. Poster presented at the 108th Annual Convention of the American Psychological Association, Washington, D.C.
- Hanish, L. D. (2000, March). *Patterns of adjustment following peer victimization*. Poster presented at the Eighth Biennial Meeting of the Society for Research on Adolescence, Chicago, IL.
- Hanish, L. D. (1999, April). *Age-related differences in the risk factors for children's peer victimization: Findings from a multiethnic sample*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Albuquerque, NM.

- Hanish, L. D., Gest, S. & Henke, L.* (1999, April). *The peer relationships of victimized children: A study of three age groups*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Albuquerque, NM.
- Hanish, L.D., & Tolan, P. H. (1998, June). *Families' responses to family-based aggression prevention: Validating a model of patterns of change*. Paper presented at the Society for Prevention Research Sixth Annual Meeting, Park City, UT.
- Hanish, L. D., & Guerra, N. G. (1998, February). *Ethnicity differences in the prevalence, stability, and predictors of peer victimization in urban children*. Poster presented at the Second Biennial Conference on Minority Issues in Prevention, Tempe, AZ.
- Hanish, L. D., Tolan, P. H., & McKay, M. M. (1997, August). *Mapping processes of change in a family-focused preventive intervention*. Paper presented at the 105th Annual Convention of the American Psychological Association, Chicago, IL.
- Spaccarelli, S. & Hanish, L. D. (1997, June). *Coping strategies as predictors of symptomatology in sexually abused girls*. Paper presented at the Fifth International Family Violence Research Conference, Durham, NH.
- McKay, M., Hanish, L., & Tolan, P. (1997, February). *Process measures for child and family intervention*. Paper presented at the Annual Conference of the Research and Training Center for Children's Mental Health, Tampa, FL.
- Guerra, N. G., Huesmann, L. R., Hanish, L., Font, E., & Henry, D. (1993, August). *Normative beliefs about aggression as a function of acculturation in Hispanic children*. Paper presented at the annual meeting of the American Psychological Association, Toronto, Canada.
- Hanish, L. D. & Guerra, N. G. (1993, June). *Aggressors' and victims' normative beliefs about aggression*. Poster presented at the Fifth Annual Meeting of the American Psychological Society, Chicago, IL.
- Eisenberg, N., Karbon, M., Nyman, M., Poulin, R., Hanish, L., & Pinuelas, A. (1993, March). *The relations of emotionality and regulation to preschoolers' social competence, sociometric status and anger-related reactions*. Poster presented at the 60th Anniversary Meeting of the Society for Research in Child Development, New Orleans, LA.

Invited Presentations

- Hanish, L.D., Snyder, R. B., & Fabes, R. A. (2014, November) The Dion Initiative. Invited Presentation at the 2014 President's Weekend Event, Arizona State University, Tempe, AZ.

- Hanish, L. D. (2014, October). A relational perspective on gender and peers: Peer aggression as an example. Invited presentation in *Future Directions for Research on Gender and Peer Relations*, Gender Development Research Conference, San Francisco, CA.
- Hanish, L. D. (2014, April). Grant Writing. Invited panel member, Sanford School Postdoctoral Training Seminar.
- Fabes, R. A., Hanish, L. D., & Martin, C. L. (2014, March). The Sanford Harmony Program. Invited talk at National University, La Jolla, CA.
- Hanish, L. D. (2013, November). *The Sanford Harmony Program*. Invited Presentation at the 2013 President's Weekend Event, Arizona State University, Tempe, AZ.
- Hanish, L. D., & Miller, C. (2013, November). *The Sanford Harmony Intermediate Program*. Invited Break-out Session at the 2013 President's Weekend Event, Arizona State University, Tempe, AZ.
- Sanford, T. D., Fabes, R. A., Martin, C. L., & Hanish, L. D. (2013, October). *The Sanford Harmony Program*. Invited Presentation at Sanford Burnham Medical Research Institute, La Jolla, CA.
- Fabes, R. A., Hanish, L. D., & Martin, C. L. (2013, July). *The Lives of Girls and Boys Enterprise: Initiatives on Gender, Relationships, and Schooling*. Invited presentation at Sesame Workshop, New York, New York.
- Hanish, L. D., Spinrad, T., Umana-Taylor, A., & Updegraff, K. (2013, May). *Trends in Developmental Science: A Research Discussion*. Invited panel discussion at the University of Rome, Rome, Italy.
- Kwong, T.*, DiDonato, M.*, & Hanish, L. (2013, February). *Gender Typicality and Academic Performance During a Science Task: Comparing Same-Sex and Mixed-Sex Dyads*. Poster presented at the NASA Space Grant Undergraduate Research Symposium, Tempe, AZ.
- Hanish, L. D. (2012, November). *School bullying in the lives of girls and boys*. Invited presentation at the University of Nebraska-Lincoln, Lincoln, NE.
- Hanish, L. D., Martin, C. L., & Fabes, R. A. (2012, May). *Improving relationships among boys and girls: Perspectives on a relationship-based intervention*. Invited presentation at the University of Rome, Rome, Italy.
- Martin, C. L., Fabes, R. A., Hanish, L., Updegraff, K., Miller, C.*, Gaertner, B.*, Kochel, K.*, & Foster, S.* (2012, April). *The Sanford Harmony Program: Program description and preliminary findings*. Invited address presented at the Gender Development Research Conference, San Francisco, CA.

- Hanish, L. D. (2012, April). Invited Session Chair for *Social and academic adjustment in early childhood*, Paper session presented at the American Educational Research Association Annual Meeting, Vancouver, Canada.
- Hanish, L. D., Martin, C. L., Fabes, R. A., Updegraff, K., Gaertner, B., Miller, C., Kochel, K., Sallquist, J., & Foster, S. (2012, April). Bringing boys and girls together in the classroom: The Sanford Harmony Program. Paper presented in invited program session, L. D. Hanish (Chair), *Gender in the classroom: Issues and answers*. Annual Meeting of the American Educational Research Association, Vancouver, Canada.
- Hanish, L. D., Martin, C. L., & Fabes, R. A. (2011, March). *The Sanford lab exhibition*. Invited presentation at the Peer Preconference, Society for Research in Child Development Biennial Meeting, Montreal, Canada.
- Hanish, L. D. (2010, November). *Grant writing and grant review*. Family and Human Development Graduate Student Association, Arizona State University.
- Hanish, L. D. (2010, May). *Victimization in boys' and girls' interactions during preschool: Research findings and an intervention approach*. Invited presentation at the University of Rome, Rome, Italy.
- Fabes, R. A., Martin, C. L., Hanish, L. D., & Simpkins, S. (2010, May). *Contemporary themes in peer relationships research*. Invited research discussion at the University of Rome, Rome, Italy.
- Fabes, R. A., Hanish, L. D., and Martin, C. L. (2010, April). *Interventions to improve relationships between boys and girls*. Invited presentation at the Fourth Gender Development Research Conference, San Francisco, CA.
- Fabes, R. A., Martin, C. L., Hanish, L. D., Updegraff, K. A., & Crnic, K. (2008, December). *The Sanford Curriculum: Launch and initial progress report*. Arizona State University Program Launch Meeting, Tempe, AZ.
- Mikulski, A. M., Fabes, R. A., Hanish, L. D., Martin, C. L., & Palermo, F.* (2008, December). *Bilingualism and school readiness (Project LEE): Y2 Update*. Head Start University Partnerships English Language Learner Grantee Meeting, Washington, DC.
- Hanish, L. D., Martin, C. L., Fabes, R. A., Gosney, S.*, & Barcelo, H. (2008, April). *The social structure of boys' and girls' peer groups in early childhood*. Invited paper presented at the Third Gender Development Research Conference, San Francisco, CA.
- Hanish, L. D., & Simpkins, S. (2008, March). *Work-family balance*. Family and Human Development Graduate Student Association, Arizona State University

- Mikulski, A. M., Fabes, R. A., Hanish, L. D., Martin, C. L., & Palermo, F.* (2007, December). *Bilingualism and school readiness: Project overview*. Head Start University Partnerships English Language Learner Grantee Meeting, Washington DC.
- Hanish, L. D., Kupersmidt, J., & Lansford, J. (2007, March). *Iatrogenic effects of peer aggregation – What are the assessment and prevention implications?* Invited breakout panel leader at the Biennial Meeting of the Society for Research in Child Development, Peer Relations Preconference, Boston, MA.
- Hanish, L. D. (2007, March). *Peer socialization: Big questions and guiding principles*. Keynote speaker at the Biennial Meeting of the Society for Research in Child Development, Peer Relations Preconference, Boston, MA.
- Hanish, L. D. (2006, September). *New NIH Grant Guidelines for SSFD*. Brown Bag presentation for SSFD faculty and students.
- Hanish, L. D., Clary, L.*, & Palermo, F.* (2006, April). *Peers' socialization of aggression in early and middle childhood: Patterns for boys and girls*. Invited paper presented at the Second Gender Development Conference, San Francisco, CA.
- Fabes, R. A., Martin, C. L., & Hanish, L. D. (2005, November). *Peer relationships in childhood*. Invited keynote presentation at the National Council on Family Relations 67th Annual Conference, Phoenix, AZ.
- Hanish, L. D. (2001, November). Visiting granting agencies. Roundtable presentation in the *Junior faculty funding experiences panel* at the Research Mentoring Program in Human Sciences Meeting sponsored by the National Science Foundation, Tempe, AZ.
- Hanish, L. D. (2000, October). *Why do they pick on me? The experiences of children who are victimized by their peers*. Paper presented at the Program for Prevention Research Post Doc Seminar, Tempe, AZ.
- Hanish, L. D. (1999, October). *The S.T.A.R. Project: A multi-trait, multi-method study of young children's development*. Paper presented at the ASU Office of the Vice Provost for Research Faculty Forum on Early Childhood, Tempe, AZ.
- Gest, S., & Hanish, L. D. (1999, September). *The School Success Project: Linking studies of language, academic skills, and peer experiences*. Paper presented at the Family and Developmental Sciences Brown Bag, Tempe, AZ.
- Hanish, L. D. (1998, September). *Patterns of family response in a family-focused preventive intervention*. Paper presented at the Program for Prevention Research Post Doc Seminar, Tempe, AZ.
- Hanish, L. D. (1997, February). *The stability and predictors of peer victimization*. Paper presented at The Institute for Juvenile Research Brown Bag Series, Chicago, IL.

RESEARCH AND TRANSLATIONAL PRODUCTS

Research Software

Barcelo, H., Hanish, L. D., White, J.*, Severs, C.*, Gosney, S.*, Raman, P.*, & Zhang, L.* (2012). Q-Connectivity Software Program. <http://cocteau.la.asu.edu/cd1/login.php>.

Barcelo and Hanish contributed equally and names are ordered alphabetically.

Educational Curricula and Resources

Miller, C., Gaertner, B., Manaster, H., Foster, S., Martin, C., Hanish, L. D., Fabes, R. A., Updegraff, K., Kochel, K., & Sallquist, J. (2013). *Sanford Harmony Program*. Arizona State University. Available at www.sanfordharmonyprogram.org.

Clinical Intervention Manuals

Spaccarelli, S., Hanish, L. D., & Stone, D. (1997). *Support and skills training for sexually abused girls: Treatment manual for girls aged seven to ten*. Unpublished Manuscript, University of Illinois at Chicago.

Publications and Presentations for Educational and Lay Audiences

Hanish, L. D. (2012, October). *Girls, boys, and school bullying: Solving the problem by building relationships*. Discovery Café Speaker Series, Office of Knowledge Enterprise Development, Arizona State University.

Hanish, L. D. (2012, March 27). Discussant for community pre-screening of the film, *Bully* (L. Hirsch, Producer, 2012, Weinstein Productions). Hosted by the Sanford Harmony Program, Arizona State University.

Hanish, L. D., & Granger, K.* (2012, March). Six Ways to Protect Preschoolers and Kindergarteners from Bullying. *Education.com: Bullying @ School and Online*. Available at <http://www.education.com/reference/article/preschool-kindergarten-bullies/>. This article is based on the following research report:

Hanish, L. D., Ryan, P., Martin, C. L., & Fabes, R. A. (2005). The social context of young children's peer victimization. *Social Development, 14*, 2-19.

Hanish, L. D. (2011, September). Girls, boys, and school bullying: Reducing bullying by promoting social harmony. Invited presentation in *Confronting bullying: A national issue, a local problem, and an opportunity to institute positive change*, at the Arizona School Boards Association 35th Annual Law Conference, Scottsdale, AZ.

TEACHING ACTIVITIES

Undergraduate Courses Taught

Developmental Psychology (PSYCH 320)
 Human Development (CDE 232)
 Introduction to Family/Child Research Methods (FAS 361)
 Children and Poverty (CDE 444/498)
 Supervised Research (FAS 390/499)

Graduate Courses Taught

Developmental Psychopathology (CDE 598)
 Prevention and Child Development (CDE 634)
 Children and Poverty (CDE 598)
 Introductory Professional Development (FAS 598)
 Professional Development: Grant Writing (FAS 598)
 Teaching Practicum (FAS 780)

Completed Theses (Chaired)

2014	Kristen Granger	<i>Guiding Play: Preschool Teachers' Facilitation of Gender-Typed and Gender-Neutral Activities with Boys, Girls, and Mixed-Sex Groups</i>
2013	Naomi Andrews	<i>Aggression, Victimization, and Social Prominence in Early Adolescent Girls and Boys</i>
2011	Laura Clary	<i>Risk and Protective Factors of Peer Victimization: The Role of Preschoolers' Affiliations with Peers</i>
2010	Priscilla Goble	<i>Dimensions of Preschool Play Activities: Relations with Academic Readiness</i>
2007	Meg Sample	<i>Children's Physical Activity Participation and Attitudes: A Measurement Study</i>
2003	Michele Porter	<i>Parental Influences on Delinquency: Does Parents' Gender Make a Difference?</i>
2002	Patti Ryan	<i>Peer Victimization Subtypes in Early Childhood: A Person-Oriented Approach</i>

Completed Dissertations (Chaired)

- 2014 Priscilla Goble *Examining Child-Centered and Direct Instruction Approaches to Early Education*
- 2011 Michele Porter *A Cost Benefit Evaluation of Mental and Behavioral Service Use of the Family Bereavement Program*
- 2009 Francisco Palermo *Peer Socialization of Language Use for Spanish-Speaking Preschoolers: Mediated Effects on Kindergarten Literacy*

SERVICE ACTIVITIES

Grant Review

- 2006-2010 Member, Social Psychology, Personality, and Interpersonal Processes Study Section, National Institutes of Health
- 2010 Ad Hoc Reviewer, Developmental and Learning Sciences, National Science Foundation
- 2007 Ad Hoc Reviewer, Developmental Trajectories, Health Risks, Psychopathology, and Interventions Study Section, National Institutes of Health
- 2007 Ad Hoc Reviewer, Social Sciences and Humanities Research Council of Canada
- 2006 Ad Hoc Reviewer, Psychosocial and Developmental Processes, Personality, and Behavior Fellowship Study Section, National Institutes of Health
- 2006 Ad Hoc Reviewer, Special Emphasis Panel, Risk Prevention Fellowship Study Section, National Institutes of Health
- 2006 Ad Hoc Reviewer, Israel Science Foundation
- 2003 Ad Hoc Reviewer, Institute for Educational Sciences, Department of Education
- 2003 Ad Hoc Reviewer, ASU-Spencer Discipline-based Scholarship in Education Program

Editorial Boards

- 2013-present Developmental Psychology
- 2004-present Journal of Abnormal Child Psychology
- 2006-2012 Child Development

2001-2003 Merrill Palmer Quarterly

Professional Service

External Evaluator for Tenure and Promotion Candidate:

University of Illinois, Urbana-Champaign, Department of Educational Psychology, 2014
University of California, Davis, Department of Human and Community Development,
2011

Manuscript Reviewer:

Aggressive Behavior
British Journal of Educational Psychology
Child Development
Child Development Perspectives
Development and Psychopathology
Developmental Psychology
Early Childhood Services Review
Early Education and Development
European Journal of Social Psychology
International Journal of Behavioral Development
Journal of Abnormal Child Psychology
Journal of Applied Developmental Psychology
Journal of Child and Family Studies
Journal of Consulting and Clinical Psychology
Journal of Early Adolescence
Journal of Educational Psychology
Journal of Family Psychology
Journal of Research on Adolescence
Journal of Social and Personal Relationships
Merrill Palmer Quarterly
Prevention Science
Psychological Bulletin
Psychological Science
School Psychology Quarterly
Social Development
Social Networks

Program Reviewer:

American Psychological Association Annual Meeting
Society for Prevention Research Annual Meeting
Society for Research in Child Development Biennial Meeting
Society for Research in Adolescence Biennial Meeting
International Society for the Study of Behavioural Development Annual Meeting

Professional Affiliations

Bully Research Network

Invited participant at The Third Bullying Think Tank, Bully Research Network,
University of California Santa Barbara, June 18-20, 2013

Invited participant at The Second Bullying Think Tank, Bully Research Network,
University of Virginia, June 21-22, 2012

Invited participant at The First Bullying Think Tank, Bully Research Network,
University of Nebraska Lincon, June 15-16, 2011

Arizona State University Center for Population Dynamics

Arizona State University Learning Sciences Institute

Professional Memberships

American Psychological Association

Div. 7 Developmental Psychology

Society for Research in Child Development

School Service (TDSSSFD)

2014-present Associate Director of Research

2014-present Program Review Committee Member

2013-present Full Professor Promotion Review Committee Member

2013-2014 Personnel Committee Member

2008-2012 Graduate Committee Chair and Director of Graduate Studies for the Program in
Family and Human Development

2006-2012 Leadership Committee Member

2012 Faculty Search Committee Chair

2011 Graduate Secretary Hiring Committee Member

2010 Professional Development Conference for Undergraduates Executive Committee
Member

2007-2008 Faculty Search Committee Member

2007 Program Review Committee Member

- 2007 Professional Development Conference for Undergraduates Executive Committee Member
- 2006-2007 Faculty Search Committee Member
- 2000-2007 Personnel Committee Member
- 2005 Institute/Research Subcommittee Chair
- 2004-2005 Faculty Search Committee Member
- 2004-2005 Steering Committee Member
- 1998-2001 Undergraduate Committee Member
- 1999-2000 Undergraduate Committee Co-Chair
- 1999-2000 Support Systems Committee Member
- 1998-1999 Faculty Search Committee Member

College of Liberal Arts and Sciences Service

- 2014-present Social Sciences Dean Search Committee Member
- 2013-present Dean’s Faculty Advisory Council Member

University Service

- 2006-present Participant in numerous ASU Foundation Events
- 2004 Panelist, Workshop on Department Etiquette for New Faculty; ASU Faculty Development Program
- 1998-2000 Graduate College representative at final doctoral examination

Community Service

- 2004-2007 Consultant, Easter Seals Arizona/Life AZ, Tempe, Arizona. Provided research consultation for a Department of Education funded grant assessing the implementation and effectiveness of an elementary school physical activity intervention.
- 2003-2007 Member of the Tempe Committee for Youth, Families, and Community, Tempe, Arizona. Participated on a panel to facilitate services for youth and families in Tempe.

- 2002 Consultant, North High School, Phoenix, Arizona. Provided consultation to a local high school regarding delinquency and victimization.
- 1999-2002 Consultant, Osborn School District, Phoenix, Arizona. Provided assessment and feedback to a local school district on the extent of children's exposure to violence in the community and victimization at school and their relations to school functioning.
- 2001 Consultant, Illinois Violence Prevention Association, Illinois. Provided consultation regarding the identification and assessment of bullying in K-12 urban and rural schools in Illinois.
- 1995-1996 Program Evaluation Consultant, Youth for Justice Intervention, Constitutional Rights Foundation, Chicago, Illinois. Provided program evaluation services assessing the effects of a school-based intervention program.

Recent Media Interviews

7 May, 2012 Scholars say pupils gain social skills in coed classes. *Education Week*, 31(30). Available at <http://www.edweek.org/ew/articles/2012/05/07/30coed.h31.html>.

January, 2012 Prof among group considering ways to minimize harassing behavior. *Wrangler News*, 23(2), 4. Available at <http://www.wranglernews.com/2012/01/21/kc-prof-among-group-considering-ways-to-minimize-harassing-behavior/>.

August, 2011 Cyber-bulling. *Wrangler News*, 22(16), 5. Available at <http://www.wranglernews.com/pdf/wn081311.pdf>.

June, 2011 Bullying an international problem with some victimizers exhibiting moral disengagement, ASU Press Release.

April, 2011 Co-ed schools provide societal benefits over single-sex classes that limit diversity, ASU Press Release.

March, 2011 Interview with Carrie Segall for book on gender and bullying.

June 2010 Preschool Friendships. *Parenting: Forward Thinking for Families*.

June, 2009 Interview with Peggy Orenstein for *Cinderella Ate My Daughter*.

April, 2009 Making a Connection between social behaviors in preschool and kindergarten success. *The Early Ed Watch Blog*. Available http://earlyed.newamerica.net/blogposts/2009/making_a_connection_between_social_behaviors_in_preschool_and_kindergarten_success-18570.

April 2009 Aggressive Tactics (p. 78). *Working Mother*. Available at www.workingmother.com.

HONORS AND AWARDS

- 2014 Nominated for Editor of Developmental Psychology (Nomination declined)
- 2003 ASU Co-Curricular Program's Featured Faculty Member
- 2003 American Association for Marriage and Family Therapy Outstanding Research Publications Award
- 1994-1996 Recognition for Achievement Research Award, University of Illinois at Chicago, Department of Psychology
- 1993 Commendation, Clinical Psychology Comprehensive Examination, University of Illinois at Chicago, Department of Psychology
- 1991 Summa Cum Laude, Arizona State University
- 1987-1991 Dean's Honor Roll, Arizona State University
- 1986-1989 Regents Scholarship, Arizona State University

CURRICULUM VITAE

PERSONAL INFORMATION

Name and surname: Thao Ha, PhD
Male/Female: Female
Nationality: Dutch
Working Address: Arizona State University, T. Denny Sanford School of Family and Child Dynamics, Arizona State University.
E-mail: thaoha@asu.edu

SCIENTIFIC EDUCATION

2015 Assistant Research Professor at the T. Denny Sanford School of Social and Family Dynamics, Arizona State University.

2013- 2014 Postdoctoral researcher at the T. Denny Sanford School of Social and Family Dynamics, Arizona State University.

2006- 2013 PhD student at the Department of Developmental Psychopathology, Radboud University Nijmegen, the Netherlands.
Project: "The rocky road of love: A longitudinal observational study on affective quality in adolescents' interactions with partners".
Principal Investigator : Thao Ha (awarded by the Netherlands Organization for Scientific Research)
Co-Promotor: Dr. Geertjan Overbeek
Promotor: Prof. Rutger C. M. E. Engels
Date of defense: 4th February 2013
Title of thesis: No Ordinary Love: The Development of Adolescent Romantic Relationships

2006 Research Master Behavioural Science Institute, Radboud University Nijmegen, the Netherlands.
Thesis: "Marital quality, parenting, and adolescent emotional maladjustment: A three-wave longitudinal study". (*Cum laude*)
Supervisors: Dr. Geertjan Overbeek & Prof. Rutger C. M. E. Engels

2004 Master Developmental Psychology, Radboud University Nijmegen, the Netherlands.
Thesis: "Quality of caregiving in day care centres: Does attachment matter?"
Supervisor: prof. dr. J. M. A. Riksen-Walraven

2001 Propedeuse Psychology, Radboud University Nijmegen, the Netherlands.

2000 Gymnasium, Jeroen Bosch College, 's-Hertogenbosch, the Netherlands.

GRANTS AND SCHOLARSHIPS

2014-present Principal investigator on the Aspire project (Adolescents, Schools, Peers, and Interpersonal Relationships). An affective neurocognitive behavioral study on the development of adolescent romantic relationships relating to well-being and academic performance (\$60,000).

2014- current Co-Principal Investigator (Multiple PI project with Leah Doane, William Corbin and Tom Dishion), ASU Support for Success Initiative for Students in Transition to College (ASSIST-C). Arizona State Education Outreach and Student Services; \$169,000).

CURRICULUM VITAE

- 2010 Received a Frye stipend (3500 EUR; \$ 4,133), which is awarded to the 10 most talented female PhD students of the Radboud University Nijmegen (the Netherlands) to support and stimulate a career in science after finishing the dissertation.
- 2010 Received a grant from *Internationalisation fund* (3000 EUR; \$ 3,542) to support a working visit to Professor Thomas Dishion at The Child and Family Center, Eugene, United States.
- 2009 Received a grant from *Internationalisation fund* (1500 EUR; \$ 1,771) to support a working visit together with Professor Rutger Engels to Professor Isabela Granic at The Hospital for Sick Children, Toronto, Canada.
- 2008 Received a Student Research Award from *Association for Canadian studies in the Netherlands* (ACSN; 1250 EUR; \$ 1,476) and a grant from *Internationalisation fund* (2900 EUR; \$ 3,424) to support a working visit to Professor Isabela Granic at The Hospital for Sick Children, Toronto, Canada.
- 2006 *NWO Mozaïek grant* (Netherlands Organization for Scientific Research, 017-003-006; 180.000 EUR; \$ 212,562; **Principal Investigator Thao Ha**, The rocky road of love: A longitudinal observational study on affective quality in adolescents' interactions with partners). The Mozaïek grants are awarded to stimulate research initiatives by a select group of highly talented students from a non-Dutch ethnic background. This grant enables minority students to conduct their own programme of research during their PhD.
- 2005 Received grants from the *Behavioural Science Institute* (1750 EUR; \$2,066) and from the *Stichting Nijmeegs Universiteitsfonds* (935 EUR; \$ 1,104) to cover research expenses and to support a working visit to the University of Ho Chi Minh City, Vietnam.

Submitted and Not Awarded

- 2014 Physiological Reactivity and Coping to Romantic Relationship Stress as Vulnerabilities to Depression, Klingenstein Third Generation Foundation.
- 2013 The Role of Stressful Romantic Relationship Experiences in Predicting Adolescent Depression, NIH Early Independence Award.

SUPERVISION AND TEACHING

- 2014-present Supervising two graduate students and 14 undergraduate students, and one honors student.
- 2013-2014 Supervising two visiting honours students from the Netherlands. Supervising two graduate students and 16 undergraduate students.
- 2012-2013 Main Supervisor of five Master students on their master thesis.
- 2007-2011 Main Supervisor of 20 Master students and their final theses.
- 2012 Teaching clinical communication skills to third year undergraduate students.
- 2012 Statistics consultant for master students.
- 2011 Training and supervision of four research assistants to become reliable coders on gazing behaviors of opposite sex unfamiliar dyads for the research projects of Dr. A. Lichtwarck-Aschoff and Dr. M. Verhagen.

CURRICULUM VITAE

2011	Training and supervision of four research assistants to become reliable coders on alcohol specific parenting behaviors of parents and adolescents talking about alcohol use.
2008-2010	Co-supervision of four research master students, final thesis and traineeship (Three students have published their thesis, see publication list).
2008-2009	Training and supervision of three research assistants to become reliable coders on the Specific Affect Coding System (Gottman, 1994).
2004-2005	Teacher for the course "Developmental psychology". Tutoring psychology students in conducting and reporting research. Supervisor: prof. dr. J.M.A Riksen-Walraven
2002-2003	Trainer for the course "Skills training for psychologists". Tutoring psychology students in interview techniques and observation methods. Supervisor: drs. H. Stadhouders

PUBLICATIONS (student (co)authors are underlined)

Ha, T., Christopher, C., Kim, H., Caruthers, A., & Dishion, T.J.(in prep). Observations of "Shallow Talk" in adolescent friendships: A longitudinal mediating process between deviant peer clustering and sexual coercion. To appear in a Special Issue of Developmental Psychopathology entitled "Transactional models of psychopathology".

Ha, T., & Kim, H.(in press). Upregulation of Positive Affect as a Coercive Dynamical Process in Adolescent Romantic Relationships in predicting Depressive Symptoms. Oxford Handbook of Coercive dynamics in Close Relationships: Implications for Development, Psychopathology and Intervention Science. New York: Oxford Press.

Ha, T., & Granger, D. (submitted). Family relations, stress, and vulnerability: Biobehavioral implications for research and practice. To appear in a Special Issue of Family Relations entitled "Neuroscience and Family Studies".

Ha, T., Van Roekel, E., Iida, M., Engels, R. C. M. E., & Kuntsche, E. (submitted). Emotional reactivity and recovery to negative peer experiences in adolescents' daily lives: The role of depressive symptoms. *Journal of Clinical Child and Adolescent Psychology*.

Delay, D., **Ha, T.**, Winter, C., & Dishion, T. J. (submitted). The malleability of friendship selection and the effects on problem behavior: A social network analysis of a randomized intervention study within public middle schools. *Prevention Science*.

Rogers, A., **Ha, T.**, Stormshak, B., & Dishion, T. J. (resubmitted). An observational study of parent-child discussions of sex and adolescent sexual behavior. *Journal of Adolescent Health*.

Van Roekel, E., **Ha, T.**, & Engels, R. C. M. E (resubmitted). Loneliness in the daily lives of late adolescents: Testing a socio-cognitive model. *European Journal of Personality*.

Van Roekel, E., **Ha, T.**, & Verhagen, M., & Engels, R. C. M. E (resubmitted). Loneliness, affect, and adolescents' appraisals of company: An Experience Sampling Method study. *Journal of Youth and Adolescence*.

Ha, T., Granic, I., Craig, W. M., Pepler, D., Connolly, J., & Engels, R. C. M. E. (under review). Real-time interaction processes of depressive adolescents and their best friend: an observational study. *Journal of Applied Developmental Psychology*.

Cillessen, A. H., Mayeux, L., **Ha, T.**, de Bruyn, E. H., & LaFontana, K. M. (2014). Aggressive effects of prioritizing popularity in early adolescence. *Aggressive behavior*, 40, 204-213.

CURRICULUM VITAE

- Ha, T.**, Dishion, T. J., Overbeek, G., Burk, W. J., & Engels, R. C. (2014). The blues of adolescent romance: Observed affective interactions in adolescent romantic relationships associated with depressive symptoms. *Journal of abnormal child psychology*, *42*, 551-562.
- Ha, T.**, Overbeek, G., Lichtwarck-Aschoff, A., Engels, R. C. M. E. (2013). Do Conflict Resolution and Recovery Predict the Survival of Adolescents' Romantic Relationships? *PLoS ONE* *8*: e61871. doi:10.1371/journal.pone.0061871
- Larsen, J. K., Vermulst, A., Geenen, R., Van Middendorp, H., English, T., Gross, J. J., **Ha, T.**, Evers, C. & Engels, R. C. M. E. (2013). Emotion regulation in adolescence: A prospective study of expressive suppression and depressive symptoms. *Journal of Early Adolescence*, 184-200.
- Ha, T.**, Van den Berg, J. E. M., Engels, R. C. M. E., & Lichtwarck-Aschoff, A. (2012). Effects of attractiveness and status in dating desire in homosexual and heterosexual men and women. *Archives of Sexual Behavior*, *41*, 673-682.
- Dishion, T. J., **Ha, T.**, & Véronneau, M.-H. (2012). An ecological analysis of the effects of deviant peer clustering on sexual promiscuity, problem behavior, and childbearing from early adolescence to adulthood: An enhancement of the life history framework. *Developmental Psychology*, 703–717.
- Ha, T.**, Overbeek, G., Cillessen, A. H. N., & Engels, R. C. M. E. (2012). A longitudinal study of the associations among adolescent conflict resolution styles, depressive symptoms, and romantic relationship longevity. *Journal of Adolescence*, *35*, 1247-1254.
- Ha, T.**, Overbeek, G., & Engels, R. C. M. E. (2010). Effects of attractiveness and social status on dating desire in heterosexual adolescents: an experimental study. *Archives of Sexual Behavior*, *39*, 1063-1071.
- Nikkelen, S. W. C., Anschutz, D. J., **Ha, T.**, Engels, R. C. M. E. (2011). Influence of visual attention on male body dissatisfaction after idealized media exposure. *Psychology of Men & Masculinity*. Published ahead of print. doi: 10.1037/a0024942
- Ha, T.**, Overbeek, G., Greef, M., Scholte, R., & Engels, R. C. M. E. (2010). The importance of relationships with parents and best friends for adolescents' romantic relationship quality: Differences between indigenous and ethnic Dutch adolescents. *International Journal of Behavioral Development*, *34*, 121-127.
- Ha, T.**, Overbeek, G., Vermulst, A. A., & Engels, R. C. M. E. (2009). Marital quality, parenting, and adolescent emotional maladjustment: A three-wave longitudinal study. *Journal of Family Psychology*, 263-267.
- Overbeek, G., **Ha, T.**, Scholte, R. H. J., De Kemp, R., & Engels, R. C. M. E. (2007). Brief Report: Intimacy, passion, and commitment in romantic relationships: Validation of a 'triangular love scale' for adolescents. *Journal of Adolescence*, *30*, 523-528.
- Overbeek, G., Stattin, H., Vermulst, A., **Ha, T.**, & Engels, R. C. M. E. (2007). Early parent-child interactions, partner relationships, and emotional adjustment: A birth-to-maturity longitudinal study. *Developmental Psychology*, *43*, 429-437.
- Dutch Journals*
- Ha, T.**, Overbeek, G., & Engels, R. C. M. E. (2012). De effecten van aantrekkelijkheid en sociale status op de voorkeur voor daten van heteroseksuele adolescenten: Een experimentele studie. *Kind en Adolescent*, *33*, 239-250.
- Overbeek, G., Stattin, H., Vermulst, A., **Ha, T.**, & Engels, R. C. M. E. (2007). Ouder-kind relaties, partnerrelatie kwaliteit, en emotionele problematiek: Een 'birth to maturity' prospectief onderzoek. *Kind en Adolescent*, *28*, 1-15.

CURRICULUM VITAE

Overbeek, G., Scholte, R.H.J., De Kemp, R.A.T., **Ha, T.**, & Engels, R. C. M. E. (2006). Een 'stepping stone' naar volwassen intimiteit: Beïnvloeden relaties met leeftijdgenoten de samenhang tussen ouder-kind en partnerrelaties? *Tijdschrift Orthopedagogiek*, 45, 23-34.

Book chapters

Granic, I., **Ha, T.**, O'Hara, A., Pepler, D., & Lewis, M. D. (2008). Ouders investeren in de volgende generatie: keuze en noodzaak (Parental investment in the next generation: choice or necessity) In J. R. M. Gerris & R. C. M. E. Engels (Eds.) *Vernieuwingen in Jeugd en Gezin. Beleidvisies, gezinsrelaties en interventies* (pp. 69-101). Assen: Van Gorcum.

Ha, T., Overbeek, G., & Engels, R. C. M. E. (2008). You and me, we have got something going; a closer look on adolescents' intimate relationships. In J. R. M. Gerris & R. C. M. E. Engels (Eds.) *Vernieuwingen in Jeugd en Gezin. Beleidvisies, gezinsrelaties en interventies* (pp. 37-67). Assen: Van Gorcum.

PRESENTATIONS

**Indicates an invited presentation*

*Ha, T. (2014). *Physiological reactivity to adolescent romantic relationship stressors as a predictor of depression*. An invited presentation to the IISBR Symposium held at Arizona State University.

Ha, T., Kim, H., Kim, H., Giletta, M., & Dishion, T.J. *Observations of "Shallow Talk" in adolescent friendships: A mediating process between drug use and later sexual-risk taking*. Organizer and chair of the symposium 'Peers and the emergence of romantic relationships in adolescence: Pathways to normative and problem development', held at the Society for Research on Adolescence, Austin, USA.

*Ha, T. (2012). *The development of adolescent romantic relationships and depressive symptoms*. Invited presentation at the preconference on adolescent peer relationships, Society for Research on Adolescence, Austin, USA.

*Ha, T., Kim, H., & Winter, C (2014). *Upregulation in adolescents' romantic relationship: A micro-dynamic relationship process relating to longitudinal changes in depressive symptoms?* An invited presentation to the Dynamic Mediation Workshop held at Arizona State University.

Ha, T., van Roekel, E., Verhagen, M., Scholte, R. H. J., Engels, R. C. M. ., & Kuntsche, E. (2013). *An ecological study on the temporal dynamics of positive and negative affect after negative peer experiences*. Society for Research in Child Development, Seattle, USA.

Ha, T. & Engels, R. C. M. E., & (2013). *We both love to drink: Adolescents' alcohol use and alcohol related interactions with romantic partners*. An individual presentation at Society for Research in Child Development, Seattle, USA.

*Ha, T. (2012). *No ordinary love: A longitudinal observational study on adolescents' romantic relationships*. Invited "young scholar keynote" presentation at the preconference on adolescent romantic relationships, Society for Research on Adolescence, Vancouver, Canada.

Ha, T., Overbeek, G., & Engels, R.C.M.E. (2012). *The blues of adolescent romance: observed affective interactions in adolescent romantic relationships in association with depressive symptoms*. Organizer and chair of the symposium *Managing negativity in the context of close relationships: implications for adolescents' social and emotional adjustment*, held at the Society for Research on Adolescence, Vancouver, Canada.

*Ha, T., Overbeek, G., & Engels, R.C.M.E. (2011). *The rise and fall of adolescent romantic relationships*. Invited presentation at a post-doc meeting of the Prevention Research Center and Department of Psychology, Arizona State University, Phoenix, United States.

CURRICULUM VITAE

- Ha, T., Overbeek, G., & Engels, R.C.M.E. (2011). *Eerste lief en leed: Jongeren en hun romantische relaties (When teen love hurts: adolescents and their romantic relationships)*. Invited presentation at the symposium "Love relationships" in honour of Prof. Dr. J. R. M. Gerris' farewell, Nijmegen, the Netherlands.
- Ha, T., Dishion, T. J., Overbeek, G., Burk, W.J., & Engels, R.C.M.E (2010). *The blues of adolescent romance: Observed affective interactions in adolescent romantic relationships in association with depressive symptoms*. Invited presentation at the research meetings of the Child and Family Center & Oregon Social Learning Center, Eugene, United States.
- Ha, T., Granic, I., Craig, W. M., Pepler, D., Connolly, J., & Engels, R.C.M.E (2010). *Mr. blue, I'm here to stay with you: A study on interactions between adolescents with depressive symptoms and their best friend*. Paper presented at XIIIth conference of the Society for Research on Adolescence, Philadelphia, United States.
- Ha, T., Overbeek, G., & Engels, R.C.M.E. (2009). *A longitudinal observational study on affective quality in adolescents' interactions with partners*. Presentation at SRA/EARA summer school, Vancouver, Canada.
- Ha, T., Overbeek, G., & Engels, R.C.M.E. (2009). *Should I stay or should I go now? A longitudinal study on the predictive value of depression on relationship status in adolescents*. Paper presented at 2009 Biennial meeting of Society for Research in Child Development (SRCD), Denver, United States.
- Ha, T., Overbeek, G., & Engels, R.C.M.E. (2008). *A longitudinal observational study on affective quality in adolescents' interactions with partners*. Presentation at Doctoral Student Workshop, Jena, Germany.
- *Ha, T., Overbeek, G., & Engels, R.C.M.E. (2008). *Effects of Attractiveness and Social Status on Dating Desire in Heterosexual Adolescents: An Experimental Study*. Paper presented at a workshop on "Navigating relationships: from initiation to conflict management", Nijmegen, the Netherlands.
- Ha, T., Overbeek, G., & Engels, R.C.M.E. (2008). *The Importance of Attractiveness and Social Status in Adolescent Mate Choices: An Experimental Study*. Poster presented at XIIth conference of the Society for Research on Adolescence in Chicago, United States.
- Ha, T., Overbeek, G., & Engels, R.C.M.E. (2008). *Pubers en verliefdheid (Adolescents and being in love)*. Invited presentation at a post academic course for medical doctors organized by PAOG-Heyendaal, Nijmegen, the Netherlands
- Ha, T., Overbeek, G., & Engels, R.C.M.E. (2008). *Observing intimate relationships of adolescents*. Junior research day of the Behavioural Science Institute, Nijmegen, the Netherlands.
- *Ha, T. (2007). *The rocky road of love: A longitudinal observational study on affective quality in adolescents' interactions with partners*. Invited presentation at the "Mozaiek" competition 2007 organized by NWO (Netherlands Organization for Scientific Research), Den Haag, the Netherlands.
- Ha, T. (2007). *Een 10 voor verkering; een onderzoek naar relatiesucces van Adolescenten (An A for dating; a study on adolescents' relationship success)*. Presentation given during a master class at the first international Wiser festival, Maastricht, the Netherlands.
- *Ha, T., Overbeek, G., & Engels, R.C.M.E. (2007). *Jij en ik, wij hebben iets; intieme relaties van adolescenten van dichtbij bekeken (You and me, we have got something going; a closer look on adolescents' intimate relationships)*. Invited presentation at the XXIVth symposium of Family Research, Nijmegen, the Netherlands.
- Ha, T., Overbeek, G., & Engels, R.C.M.E. (2007). *Intimate relationships of adolescents*. Junior

CURRICULUM VITAE

research day of the Behavioural Science Institute, Nijmegen, the Netherlands.

AD HOC REVIEWER

Clinical Psychology Review, European Journal of Psychological Assessment, Psychological Methods, Journal of Adolescence, Journal of Family Psychology, Journal of Research on Adolescence, Journal of Personal Relationships, Journal of European Developmental Psychology, Merrill-Palmer Quarterly, PlosOne

MEDIA COVERAGE

“Teen love is really complicated, research suggests”, by Tao Ghose, LiveScience, April 17, 2013,
<http://www.livescience.com/28814-teen-breakups-a-mystery.html>

<http://www.goodtherapy.org/blog/how-important-is-conflict-resolution-in-teen-romantic-relationships-0510132>

<http://www.healthline.com/health-news/mental-teen-relationships-end-even-if-couples-handle-conflicts-well-041713>

<http://timesofindia.indiatimes.com/life-style/relationships/man-woman/Why-teen-break-ups-occur/articleshow/19616140.cms?referral=PM>

SARAH R. HAYFORD

T. Denny Sanford School of Social and Family Dynamics, Arizona State University
P.O. Box 873701, Tempe, AZ 85287-3701
sarah.hayford@asu.edu

APPOINTMENTS

Arizona State University, 2007-present

Assistant (2007-2013) to Associate (2013-) Professor of Sociology, Sanford School of Social and Family Dynamics

Faculty Affiliate: Center for Population Dynamics, Center for Global Health

Institut National d'Etudes Démographiques, spring 2014

Visiting Scholar, Unité de recherche fécondité, famille, sexualité

University of North Carolina, fall 2013

Visiting Scholar, Carolina Population Center

Duke University, 2005-2007

Postdoctoral Fellow, Sociology Department

EDUCATION

University of Pennsylvania, Graduate Group in Demography

Ph.D. 2005, M.A. 2000

Université de Montréal, Demography Department;

Mellon Foundation Exchange Fellowship in African Demography, 2001-02

Amherst College

B.A. 1997 in math and French; Phi Beta Kappa, *magna cum laude*

RESEARCH INTERESTS

Fertility and the family: fertility intentions and behavior, marriage and family change, fertility differentials in the United States

African demography: fertility intentions and behavior, marriage and family change, HIV and childbearing, female genital cutting; field experience in Malawi, Mozambique, Senegal

PUBLICATIONS (†student co-author)

Peer-reviewed articles

Guzzo, Karen Benjamin and Sarah R. Hayford. 2014b. "Revisiting Retrospective Reporting of Birth Intendedness." *Maternal and Child Health* 18 (9): 2141-2147.

Hayford, Sarah R., Karen Benjamin Guzzo, and Pamela J. Smock. 2014. "Decoupling Marriage and Parenthood? Trends in Timing of Marital First Births, 1945-2002." *Journal of Marriage and Family* 76 (3): 520-538.

Yoo, Sam Hyun†, Karen Benjamin Guzzo, and Sarah R. Hayford. 2014. "Understanding the Complexity of Ambivalence toward Pregnancy." *Biodemography and Social Biology* 60 (1): 49-66.

Guzzo, Karen Benjamin and Sarah R. Hayford. 2014a. "Fertility and the Stability of Cohabiting Unions: Variations by Intendedness." *Journal of Family Issues* 25 (4): 547-576.

Hayford, Sarah R. 2013. "Marriage (Still) Matters: The Contribution of Demographic Change to Trends in Childlessness in the United States." *Demography* 50 (5): 1641-1661.

- Hayford, Sarah R. and Karen Benjamin Guzzo. 2013. "Racial and Ethnic Variation in Unmarried Young Adults' Motivation to Avoid Pregnancy." *Perspectives on Sexual and Reproductive Health* 45 (1): 41-51.
- Guzzo, Karen Benjamin and Sarah R. Hayford. 2012a. "Race-Ethnic Differences in Sexual Health Knowledge." *Race and Social Problems* 4 (3): 158-170.
- Hayford, Sarah R., Victor Agadjanian, and Luciana Luz†. 2012. "Now or Never: Perceived HIV Status and Fertility Intentions in Rural Mozambique." *Studies in Family Planning*. 43 (3): 191-199. Digest published in *International Perspectives on Sexual and Reproductive Health* 38 (4), 2012.
- Guzzo, Karen B. and Sarah R. Hayford. 2012b. "Unintended Fertility and the Stability of Coresidential Relationships." *Social Science Research* 41 (5): 1138-1151.
- Hayford, Sarah R. and Victor Agadjanian. 2012. "From Desires to Behavior: Moderating Factors in a Fertility Transition." *Demographic Research* 26 (20): 511-542.
- Yao, Jing†, Alan T. Murray, Victor Agadjanian, and Sarah R. Hayford. 2012. "Geographic Influences on Sexual and Reproductive Health Service Utilization in Rural Mozambique." *Applied Geography* 32 (2): 601-607.
- Guzzo, Karen Benjamin and Sarah R. Hayford. 2011. "Fertility Following an Unintended First Birth." *Demography* 48 (4): 1493-1516.
- Hayford, Sarah R. and Victor Agadjanian. 2011. "Uncertain Future, Non-Numeric Preferences and the Fertility Transition: A Case Study of Rural Mozambique." *African Population Studies* 25 (2): 419-439.
- Hayford, Sarah R. and Jenny Trinitapoli. 2011. "Religious Differences in Female Genital Cutting: A Case Study from Burkina Faso." *Journal for the Scientific Study of Religion* 50 (2): 252-271.
- Hayford, Sarah R. and Victor Agadjanian. 2010. "Providers' Views on Family Planning Service Delivery to HIV+ Women in Mozambique." *Studies in Family Planning* 41 (4): 291-300.
- Hayford, Sarah R. and Karen Benjamin Guzzo. 2010. "Age, Relationship Status, and the Planning Status of Births." *Demographic Research* 23 (13): 365-399.
- Guzzo, Karen Benjamin and Sarah R. Hayford. 2010. "Single Mothers, Single Fathers: Gender Differences in Fertility after a First Nonmarital Birth." *Journal of Family Issues* 31 (7): 906-933.
- Wildsmith, Elizabeth, Karen Benjamin Guzzo, and Sarah R. Hayford. 2010. "Repeat Unintended, Unwanted, and Seriously Mistimed Childbearing in the United States." *Perspectives on Sexual and Reproductive Health* 42 (1): 14-22.
- Hayford, Sarah R. 2009. "The Evolution of Fertility Expectations over the Life Course." *Demography* 46 (4): 765-783.
- Morgan, S. Philip, Guo Zhigang, and Sarah R. Hayford. 2009. "China's Below-Replacement Fertility: Recent Trends and Future Prospects." *Population and Development Review* 35 (3): 605-629.
- Agadjanian, Victor and Sarah R. Hayford. 2009. "PMTCT, HAART, and Childbearing in Mozambique: An Institutional Perspective." *AIDS and Behavior* 13 (S1): 103-112.
- Hayford, Sarah R. and S. Philip Morgan. 2008. "The Quality of Retrospective Data on Cohabitation." *Demography* 45 (1): 129-141.

- Hayford, Sarah R. and S. Philip Morgan. 2008. "Religiosity and Fertility in the United States: The Role of Fertility Intentions." *Social Forces* 86 (3): 1163-1188.
- Hayford, Sarah R. and Frank F. Furstenberg, Jr. 2008. "Delayed Adulthood, Delayed Desistance? Trends in the Age Distribution of Problem Behaviors." *Journal of Research on Adolescence* 18 (2): 285-304.
- Hayford, Sarah R. 2005. "Conformity and Change: Community Effects on Female Genital Cutting in Kenya." *Journal of Health and Social Behavior* 26 (2): 121-140. Digest published in *International Family Planning Perspectives* 31 (3), 2005.
- Hayford, Sarah R. 2005. "Stable Aggregate Fertility in a Time of Family Change: A Decomposition of Trends in American Fertility, 1970-1999." *Biodemography and Social Biology* 52 (1-2): 1-18.

Other journal publications

- Hayford, Sarah R. and Karen Benjamin Guzzo. 2013. "Studying Fertility Motivations." *Perspectives on Sexual and Reproductive Health* 45 (4): 225. Invited author response to letter to the editor.
- Yeatman, Sara, Jenny Trinitapoli, and Sarah R. Hayford. 2013. "Limitations of Clinic-Based Studies on HIV and Fertility Preferences." *American Journal of Public Health* 103 (6): e5. Letter to the editor.
- Hayford, Sarah R., Elizabeth Wildsmith, and Karen Benjamin Guzzo. 2009. "Measurement Problems in Assessing Trends in Unwanted Fertility." *Journal of Adolescent Health* 45 (1): 105. Letter to the editor.

UNDER REVIEW (†student or post-doc co-author)

- Agadjanian, Victor, Sarah R. Hayford, Luciana Luz†, and Jing Yao†. "Bridging the Client and Provider Perspectives: Family Planning Access and Utilization in Rural Mozambique." Conditional accept, *International Journal of Gynecology and Obstetrics*.
- Chae, Sophia†, Sarah R. Hayford, and Victor Agadjanian. "Father's Labor Migration and Leaving the Parental Home in Rural Mozambique." Revising to resubmit.
- Yoo, Sam Hyun†, Victor Agadjanian, and Sarah R. Hayford. "Does Son Preference Persist in the Context of Very Low Fertility? Trends in Fertility Intentions in South Korea."
- Rajan, Sowmya†, S. Philip Morgan, Kathleen M. Harris, David Guilkey, Sarah Hayford, and Karen Benjamin Guzzo. "Trajectories of Unintended Fertility."

GRANTS

Funded

External

- "Distal Determinants of Disparities in Unintended Fertility." R01 HD078412 . Sarah Hayford and Karen Benjamin Guzzo, PIs; Jennifer Barber, Yasamin Kusunoki, co-Is. NICHD. Total costs \$1,242,794. 2014-2017.
- "Spatial and Social Determinants of Contraceptive Use in a Setting of High HIV Prevalence and Massive ART Rollout." Sarah Hayford and Victor Agadjanian, PIs; Alan Murray co-I. NICHD. Total costs \$220,864. Competitive revision to R01 HD058365. 2010-11.

“Childbearing Dynamics in a Setting of High HIV Prevalence and Massive ART Rollout.” R01 HD058365. Victor Agadjanian PI; Sarah Hayford (20% recognition), Cecilia Menjívar, Scott Yabiku co-Is. NICHD. Total costs \$1,672,935. 2008-2013.

Ruth L. Kirschstein National Research Service Award Post-Doctoral Fellowship. F32 HD050032. NICHD. 2005-2007.

Internal

“Childhood Family Transitions and Adolescent Outcomes in a Context of Social Instability and Economic Insecurity.” Sarah Hayford, PI; Victor Agadjanian, Carlos Santos, co-Is. Sanford School Seed Grant. \$21,620. 2014-2015.

“Measuring Social Competence in Diverse Migration Contexts.” Jennifer Glick, PI; Robert Bradley, Natalie Eggum, Sarah Hayford, Francisco Lara-Valencia, Scott Yabiku, co-Is. ASU College of Liberal Arts and Sciences Seed Funding and T. Denny Sanford School of Social and Family Dynamics matching funds. \$32,000. 2013.

“Race-Ethnic Differences in Motivation and Ability to Prevent Unintended Pregnancy.” Sarah Hayford and Karen Benjamin Guzzo, PIs. Center for Population Dynamics Seed Grant. \$5,067. 2011.

Consultant

“Integrating U.S. Fertility Surveys.” R01 HD053533. Pamela Smock, PI. NICHD. 2007-2013.

Under review

“Family Migration Context and Adolescent Family Formation.” R01. Sarah Hayford, Project Leader; Maria Garcia Perez and Carlos Santos, co-Is; Monica Grant, consultant. Component project of the P01 application “Family Migration Context and Early Life Outcomes,” Jennifer Glick, Program Director. NICHD. Submitted September 2014.

Revising to resubmit

“Integrated Fertility Survey Series.” R01. Sarah Hayford and Pamela Smock, Co-PIs; Sheila Kennedy, James Lepkowski, Matthew Sobek, co-Is. Renewal of R01 HD053533, Smock, PI. NICHD. To be submitted March 2015.

“Parental Migration History and Adolescent Outcomes.” R21. Sarah Hayford, PI; Victor Agadjanian and Carlos Santos, co-Is. NICHD. To be submitted March 2015.

PRESENTATIONS (*primary or sole author; †student or post-doc co-author; #invited presentation)

2015

“Labor Migration and Marital Dissolution in Rural Mozambique.” With Victor Agadjanian. To be presented at the International Seminar on Union Breakdown and Repartnering around the World, organized by the IUSSP Scientific Panel on Nuptiality. May 4-6, Montreal, Canada.

*“Perceived Costs of Childbearing and Early Fertility: New Dimensions and Racial Disparities.” With Jennifer Barber, Karen Benjamin Guzzo, Yasamin Kusunoki. To be presented at the Population Association of America Annual Meetings. April 30-May 2, San Diego, CA.

“Postpartum Contraception in Rural Mozambique: Linking the Users’ and Providers’ Perspectives.” With Victor Agadjanian. To be presented at the Population Association of America Annual Meetings. April 30-May 2, San Diego, CA.

2014

- “Postpartum Contraceptive Use in Rural Mozambique: Individual, Household, and Institutional Determinants.” With Victor Agadjanian. International Seminar on Promoting Postpartum and Post-abortion Family Planning – Challenges and Opportunities, organized by the IUSSP Scientific Panel on Reproductive Health. November 11-13, Cochin, India.
- “Father’s Labor Migration and Leaving the Parental Home in Rural Mozambique.” With Sophia Chae† and Victor Agadjanian. American Sociological Association Annual Meetings, August 16-19, San Francisco, CA.
- *“Dynamics of Contraceptive Use in Rural Mozambique: Life Course Changes, Fertility Intentions, and Institutional Context.” With Victor Agadjanian. European Population Conference, June 25-28, Budapest, Hungary.
- *“Changing Education Gradients in Unwanted Births in the United States.” With Karen Benjamin Guzzo. Population Association of America Annual Meetings, May 1-3, Boston, MA.
- *“Longitudinal Dynamics of Contraceptive Use in Rural Mozambique: The Role of Life Course Changes and Fertility Intentions.” With Victor Agadjanian. Population Association of America Annual Meetings, May 1-3, Boston, MA.
- “Does Son Preference Persist in the Context of Very Low Fertility? Trends in Fertility Intentions in South Korea.” With Sam Hyun Yoo† and Victor Agadjanian. Population Association of America Annual Meetings, May 1-3, Boston, MA.
- *#“Longitudinal Dynamics of Fertility Intentions: Evidence from Rural Mozambique.” March 24. Les lundis de l’Ined, Institut National d’Etudes Démographiques, Paris, France.

2013

- *#“Longitudinal Dynamics and Predictive Power of Fertility Intentions: Evidence from Rural Mozambique.” Carolina Population Center Interdisciplinary Research Seminars. November 8.
- *“Gender Differences in Adolescents’ Work and Family Orientations in the United States.” With Jessica Halliday Hardie. International Union for the Scientific Study of Population Meetings, August 26-31, Busan, South Korea.
- *“The Stability of Intentions to Stop Childbearing: Evidence from Rural Mozambique. With Victor Agadjanian. International Union for the Scientific Study of Population Meetings, August 26-31, Busan, South Korea.
- *“How Much is Enough? A Longitudinal Analysis of Intentions to Stop Childbearing in Rural Mozambique.” With Victor Agadjanian and †Luciana Luz. Population Association of America Annual Meetings, April 11-13, New Orleans, LA.
- “Revisiting Retrospective Reporting of Birth Intendedness.” With Karen Benjamin Guzzo. Population Association of America Annual Meetings, April 11-13, New Orleans, LA.
- “Spatial, Social, and Institutional Determinants of Delivery Place in Rural Mozambique.” With Victor Agadjanian and Jing Yao†. Population Association of America Annual Meetings, April 11-13, New Orleans, LA.

2012

- “Opting In: Adolescent Girls’ Work and Family Plans.” With Jessica Halliday Hardie. American Sociological Association Annual Meetings, August 17-20, Denver, CO.

- “Ambivalence Towards Pregnancy: Is It A Singular or Multifaceted Concept?” With Karen Benjamin Guzzo and Sam Hyun Yoo†. Population Association of America Annual Meetings, May 3-5, San Francisco, CA.
- “Race-Ethnic Differences in Sexual Health Knowledge.” With Karen Benjamin Guzzo. Population Association of America Annual Meetings, May 3-5, San Francisco, CA.
- *“Reasons for Limiting Childbearing and Fertility Outcomes in Rural Mozambique.” With Victor Agadjanian. Population Association of America Annual Meetings, May 3-5, San Francisco, CA.
- *“The Decoupling of Marriage and Parenthood? Trends in the Timing of Marital First Births, 1945-1995.” With Karen Benjamin Guzzo and Pamela Smock. Population Association of America Annual Meetings, May 3-5, San Francisco, CA.

2011

- *“Effects of Reasons for Limiting Fertility on Contraceptive Use in Rural Southern Mozambique.” With Victor Agadjanian. Union for African Population Studies 2011 Conference, December 5-9, Ouagadougou, Burkina Faso.
- *#“Measuring Fertility Motivations in Rural Southern Mozambique.” With Victor Agadjanian. Center for Family and Demographic Research Colloquium Series, Bowling Green State University, September 7.
- “Race/Ethnic Variation in Young Adults’ Motivation to Avoid Nonmarital Pregnancy.” With Karen Benjamin Guzzo. American Sociological Association Annual Meetings, August 20-23, Las Vegas, NV.
- “Male Labor Migration, Female Autonomy, and Marital Stability in Rural Africa.” With Victor Agadjanian. American Sociological Association Annual Meetings, August 20-23, Las Vegas, NV.
- “Exploratory Spatial Analysis of Sexual and Reproductive Health Services Utilization in Rural Mozambique.” With Jing Yao†, Alan Murray, and Victor Agadjanian. Association of American Geographers Annual Meeting, April 12-16, Seattle, WA.
- *“The Changing Demography of Nonmarital Fertility in the United States.” With Karen Benjamin Guzzo. Population Association of America Annual Meetings, March 31-April 2, Washington, DC.
- “Perceived HIV Risk and Fertility Intentions: Evidence from 11 Demographic and Health Surveys.” With Simona Bignami. Population Association of America Annual Meetings, March 31-April 2, Washington, DC.
- *“Perceived HIV Status and Fertility Intentions: Evidence from Rural Mozambique.” With Victor Agadjanian and Luciana Luz†. Population Association of America Annual Meetings, March 31-April 2, Washington, DC.
- “Trajectories of Unintended Fertility.” With Karen Benjamin Guzzo, Kathleen Mullan Harris, S. Philip Morgan, and Sowmya Rajan†. Population Association of America Annual Meetings, March 31-April 2, Washington, DC.
- *#“The Changing Demography of Single Motherhood in the United States.” With Karen Benjamin Guzzo. University of New Mexico Department of Sociology, March 1.

2010 and earlier

- “Intended Births, Unintended Births, and the Stability of Cohabiting Unions.” With Karen Benjamin Guzzo. American Sociological Association Annual Meetings, August 13-17, 2010, Atlanta, GA.
- *“From Intentions to Behavior: How Does HIV Awareness Influence Fertility?” With Victor Agadjanian. Population Association of America Annual Meetings, April 14-17, 2010, Dallas, TX.
- *“Childlessness in the United States, 1970-2008: The Role of Compositional Changes in Explaining Time Trends.” Population Association of America Annual Meetings, April 14-17, 2010, Dallas, TX.
- “Relationship Stability Following an Unintended Birth.” With Karen Benjamin Guzzo. Population Association of America Annual Meetings, April 14-17, 2010, Dallas, TX.
- “Regional Variation in Women’s HIV Risks: A Case Study of Gaza Province, Mozambique.” With Jing Yao†, Alan Murray, Victor Agadjanian, and Boaventura Cao. Association of American Geographers Annual Meeting, April 14-18, 2010, Washington, DC.
- *“Providers’ Views on Family Planning Service Delivery to HIV+ Women in Mozambique.” With Victor Agadjanian. International Union for the Scientific Study of Population Meetings, September 27-October 1, 2009, Marrakech, Morocco.
- *“Uncertain Intentions: Social Change and Non-Numeric Fertility Preferences in Rural Mozambique.” With Victor Agadjanian. American Sociological Association Annual Meetings, August 8-11, 2009, San Francisco, CA.
- “Fertility Following an Unintended First Birth.” With Karen Benjamin Guzzo and Elizabeth Wildsmith. Population Association of America Annual Meetings, April 30-May 2, 2009, Detroit, MI.
- *“Religion and the Intergenerational Transmission of Female Genital Cutting: A Case Study.” With Jenny Trinitapoli. Population Association of America Annual Meetings, April 30-May 2, 2009, Detroit, MI.
- *“Changes in the Measurement of Unintended Fertility, 1995 and 2002 National Surveys of Family Growth.” With Karen Benjamin Guzzo and Elizabeth Wildsmith. National Survey of Family Growth User’s Conference, October 16-17, 2008, Hyattsville, MD.
- “Cohort Trends in Unwanted and Unintended Childbearing.” With Elizabeth Wildsmith and Karen Benjamin Guzzo. American Sociological Association Annual Meetings, August 1-4, 2008, Boston, MA.
- *“Age-and Relationship Status-Specific Trends in Unwanted Fertility in the United States, 1995-2002.” With Elizabeth Wildsmith and Karen Benjamin Guzzo. Population Association of America Annual Meetings, April 17-19, 2008, New Orleans, LA.
- “Single Mothers, Single Fathers: Gender Differences in Fertility and Union Formation after a Non-marital First Birth.” With Karen Benjamin Guzzo. American Sociological Association Annual Meetings, August 11-14, 2007, New York, NY.
- *#“Expect the Unexpected: Fertility Intentions and Behavior over the Life Course.” Duke Population Research Institute Colloquium. April 26, 2007.

- *“Religiosity and Fertility in the Contemporary United States: The Role of Fertility Intentions.” With S. Philip Morgan. Population Association of America Annual Meetings, March 28-31, 2007, New York, NY.
- *“Expect the Unexpected: Fertility Intentions and Behavior over the Life Course.” With S. Philip Morgan. Southern Demographic Association Annual Meetings, November 2-4, 2006, Durham, NC.
- *“The Quality of Retrospective Cohabitation Data.” With S. Philip Morgan. American Sociological Association Annual Meetings, August 10-14, 2006, Montreal, QC, Canada.
- *“Variation in Contraceptive Planning Status of Non-marital Births by Age and Relationship Context.” With Karen Benjamin Guzzo. Poster session, Population Association of America Annual Meetings, March 30-April 1, 2006, Los Angeles, CA. **Best Poster.**
- *“Is Thirty the New Twenty? Trends in the Age Distribution of Problem Behaviors in Young Adulthood.” With Frank F. Furstenberg. American Sociological Association Annual Meetings, August 13-16, 2005, Philadelphia, PA.
- *#“The Relationship between Marital Status at First Birth and Subsequent Fertility.” Population Studies Center Colloquium Series, University of Pennsylvania, February 7, 2005.
- *“The Impact of Early Marital Status on Subsequent Fertility.” American Sociological Association Annual Meetings, August 14-17, 2004, San Francisco, CA.
- *“Variation in Transition to the Next Birth by Parity and Marital Status.” Population Association of America Annual Meetings, April 1-3, 2004, Boston, MA.
- *“A Multi-Level Analysis of Female Genital Cutting in Kenya.” Population Association of America Annual Meetings, May 1-3, 2003, Minneapolis, MN.

MONOGRAPHS AND BOOK CHAPTERS

- Fabes, Richard A., Sarah R. Hayford, Erin Pahlke, Carlos Santos, Kristina Zosuls, Carol L. Martin, and Laura D. Hanish. 2014. “Peer Influences on Gender Differences in Educational Aspiration and Attainment.” In I. Schoon & J. Eccles, eds., *Gender Differences in Aspirations and Attainment: A Life Course Perspective*. Cambridge: Cambridge University Press.
- Hayford, Sarah R., Bart Stykes, and Karen Benjamin Guzzo. 2014. “Trends in Motherhood before First Marriage.” NCFMR Family Profiles FP-14-04. National Center for Family and Marriage Research, Bowling Green State University, Bowling Green, Ohio.
- Agadjanian, Victor and Sarah R. Hayford. 2008. “Baseline Report on the Accelerated Child Survival and Development Project, Angola.” UNICEF Angola.
- Hayford, Sarah R. and Victor Agadjanian. 2008. “Report on the Results of the Inquérito Sobre Nutrição em Angola.” UNICEF Angola.
- Hayford, Sarah R. 2007. “Demographic Explosion” and “Youth Bulge.” Literature reviews commissioned for the Gender, Poverty, and Demography Workshop, World Bank Gender and Development Group and Demographic Research Group.

TEACHING AND MENTORSHIP

Courses

Undergraduate: sociology of the family; sociology of gender; statistics

Graduate: linear regression; fertility and family demography

Master's theses and dissertations (sociology, Arizona State University; * indicates chair)

Completed: Boaventura Cau (PhD 2011); Jonathan Frump* (MA 2013); Luciana Luz (PhD 2014); Rebha Sabharwal* (PhD 2013); Kelli Williams* (MA 2011); Nicole Weller (PhD 2012); Gloria Yim* (MA 2011)

In progress: Doris Palmer (PhD expected 2015); Sam Hyun Yoo* (PhD expected 2015)

MEMBERSHIPS AND SERVICE

Member

American Sociological Association, European Association for Population Studies, International Union for the Scientific Study of Population, Population Association of America

Association service

Conferences: session discussant (ASA 2006, 2007, 2010; PAA 2008; IUSSP 2013); poster session judge (PAA 2008); round table organizer (ASA family section, 2015); round table presider (ASA 2005, 2008, 2014); panel organizer (NCFR 2012); session organizer (PAA 2012, 2015; ASA 2015)

Committees: Distinguished Career Award Committee (ASA Sociology of the Family, member 2012-13); Student Paper Award Committee (ASA Sociology of Population, chair 2013-2014)

Peer review

Editorial boards: *Demography* (2013-), *Journal of Marriage and Family* (2013-), *Perspectives on Sexual and Reproductive Health* (2013-)

Ad-hoc manuscript reviews: *Advances in Life Course Research*; *African Journal of Reproductive Health*; *African Population Studies*; *American Economic Review*; *American Journal of Sociology*; *American Sociological Review*; *Canadian Studies in Population*; *Contemporary Economic Policy*; *Demographic Research*; *European Journal of Population*; *Infant and Child Development*; *International Perspectives on Sexual and Reproductive Health*; *Journal for the Scientific Study of Religion*; *Journal of Comparative Family Studies*; *Journal of Population Research*; *Maternal and Child Health*; *Political Behavior*; *Population and Development Review*; *Population Research and Policy Review*; *Population, Space, and Place*; *Population Studies*; *Social Biology*; *Social Forces*; *Social Problems*; *Social Science and Medicine*; *Social Science Quarterly*; *Social Science Research*; *Sociological Perspectives*; *Sociology of Religion*; *Studies in Family Planning*

Ad-hoc proposal reviews: Israel Science Foundation (2011); National Science Foundation (2012); Templeton Foundation (2014)

Books: *SAS for Dummies* (2006); *Gender Relations* (2010)

Discussant, 2012 Research Conference on the National Survey of Family Growth

Department service

Center for Population Dynamics: website coordinator (2007-08, 2011-13), colloquium series organizer (2008-11, 2012-13)

Sarah Hayford cv, page 10 of 10
sarah.hayford@asu.edu

Graduate program in sociology: graduate committee (2007-10); planning committee for PhD program in Social Inquiry (2012-13)

Other departmental service: Undergraduate Research Workshop committee (2008, 2009); faculty search committees (2009-10, 2012-13); leadership committee (2012-13); personnel committee (2014-15)

LANGUAGES

Fluent spoken and written French; basic Portuguese and Spanish; some conversational Wolof (Senegal)

Eric Christopher Hedberg

ehedberg@asu.edu

hedberg-eric@NORC.org

773-909-6801

United States Citizen

Current Position

2014-Present. Assistant Professor at the Sanford School of Social and Family Dynamics at Arizona State University.

Other Professional Appointments

2014-Present. Consulting Senior Research Scientist at NORC at the University of Chicago.

2014-Present. Senior Research Fellow at the Morrison Institute for Public Policy at Arizona State University.

2011-Present. Advisory Board Member at the Center for Violence Prevention and Community Safety (CVPCS) at Arizona State University.

Education

Ph.D., University of Chicago, Department of Sociology. August 2009.

M.A., University of Chicago, Department of Sociology. December 2004.

B.S., University of Minnesota, Department of Sociology. Cum Laude. December 2001.

Research Interests

Methodology, including experimental research, multilevel models

Education

Social Networks

Administrative data (i.e., “Big Data”)

Peer-reviewed Publications

Hedberg, E. C., & Ayers, S. (2015). The Power of a Paired t-test with a Covariate. *Social Science Research*. pp. 277-291.

Hedberg, E. C., & Hedges, L. V. (2014). Reference Values of Within-district Intraclass Correlations of Academic Achievement by District Characteristics. *Evaluation Review*. 38:6.

Payne, C., **Hedberg, E. C.**, Kozloski, M., Dale, W., & McClintock, M. K. (2014). The Interpretation of Longitudinal Mental Health Measures in the National Social Life, Health, and Aging Project. *Journal of Gerontology (Social Sciences)*. 69:2.

Hoffmann, J. N, You, H. M., **Hedberg, E. C.**, Jordan, J. A., & McClintock, M. K. (2014). Vaginal Microbiology of Postmenopausal Women: National Social Life, Health and Aging Project (NSHAP). *Journal of Gerontology (Social Sciences)*. 69:2.

- Hedges, L. V., & **Hedberg, E. C.** (2014). Intraclass Correlations and Covariate Outcome Correlations for Planning 2 and 3 Level Cluster Randomized Experiments in Education. *Evaluation Review*. 37:6.
- Fox, A. M., Choate, D. E., Katz, C. M., & **Hedberg, E. C.** (2014). Evaluation of the Phoenix TRUCE Project: A Replication of Chicago CeaseFire. *Forthcoming at Justice Quarterly*.
- Johnson-Agbakwu, C. E., Flynn, P., Asiedu, G. B., **Hedberg, E. C.**, & Breitkopf, C. R. (2014). Adaptation of an Acculturation Scale for African Refugee Women. *Journal of Immigrant and Minority Health*, 1-11.
- Roe-Sepowitz, D., Bedard, L. E., Pate, K. N., & **Hedberg, E. C.** (2012). Esuba: A Psychoeducation Group for Incarcerated Survivors of Abuse. *International Journal of Offender Therapy and Comparative Criminology*. 58:2.
- Wallace, D., **Hedberg, E. C.**, & Katz, C. M. (2012). The Impact of Foreclosures on Neighborhood Disorder before and During the Housing Crisis: Testing the Spiral of Decay. *Social Science Quarterly*. 93: 3. **Winner of Charles Bonjean Award from Social Science Quarterly.**
- Ayers, S. Wagaman, L., Mullins, J. L., Bermudez-Parsai, M., & **Hedberg, E. C.** (2012). Examining School-based Bullying Interventions Using Multilevel Discrete Time Hazard Modeling. *Prevention Science*. 13:5.
- Hedges, L.V., **Hedberg, E. C.**, & Kyper, A. (2012). The Standard Errors of Three and Four Level Intraclass Correlation Coefficients. *Educational and Psychological Measurement*. 72:6.
- Katz, C., Wallace, D., & **Hedberg, E. C.** (2011). The Impact of Foreclosure on Neighborhood Crime and Disorder Across Time. *Journal of Research in Crime and Delinquency*. 50:3.
- Fullam, F., Garman, A. N., Johnson, T. J., & **Hedberg, E. C.** (2009). The Use of Patient Satisfaction Surveys and Alternative Coding Procedures to Predict Malpractice Risk. *Medical Care*. 47: 5.
- Hedges, L. V. & **Hedberg, E. C.** (2007). Intraclass Correlation Values for Planning Group-Randomized Trials in Education. *Educational Evaluation and Policy Analysis*. 29:1.
- Hedges, L. & **Hedberg, E. C.** (2007). Intraclass correlations for planning group randomized experiments in rural education. *Journal of Research in Rural Education*. 22:3.

Publications under review

- Spybrook, J. & **Hedberg, E. C.** (2015). A Framework for Designing Cluster Randomized Trials with Binary Outcomes. *Under "revise and resubmit" at Evaluation Review*.
- Hager, M., & **Hedberg, E. C.** (2015). Institutional Trust, Sector Confidence, and Charitable Giving. *Under "revise and resubmit" at the Journal of Nonprofit & Public Sector Marketing*.

Book Chapters

- Perez-Felkner, L., Hedberg, E. C., & Schneider, B. (2011). The Changing Landscape for Educational Opportunity: Enhancing the Public School Option for Black Youth. Chapter in *Black Educational Choice in a Climate of School Reform: Consequences for K-12 Student Learning and Development*, Edited by D. Slaughter-Defoe, Stevenson, H. Arrington, E., & Johnson, D.

Grants

- Hedges, L.V. (PI), E. C. Hedberg (Co-PI). State Longitudinal Data Systems Public-Use Project Feasibility Study. (IES R305D140045). Award: \$796,953.
- Hedges, L.V. (PI), E. C. Hedberg (Co-PI). Advancing State-specific Design Parameters for Designing Better Evaluation Studies. (IES R305D140019) Award: \$677,372.
- Hedges, L.V. (PI), E. C. Hedberg (Co-PI). State Longitudinal Data Systems Public-Use Project Pilot Study. (Spencer Foundation Grant #201400002). Award: \$45,000.
- Hedges, L.V. (PI), E. C. Hedberg (Co-PI). Methods to Protect Privacy in State Longitudinal Data Systems Research File. (NSF DGE-1437953). Award: \$710,614.
- Hedges, L.V. (PI), E. C. Hedberg (Co-PI). State Specific Design Parameters for Designing Better Evaluation Studies (R305D110032). Award: \$880,023.

Reports

- Markovitz, C.; Hernandez, M.; Hedberg, E.; Silbergliitt, B. (2014). *Impact Evaluation of the Minnesota Reading Corps K-3 Program*. NORC at the University of Chicago: Chicago, IL.
- Hedberg, E. C., & Hart, B. (2013). *A New Look: A Survey of Arizona's Homeless Population*. Report for Arizona Commission on Homelessness and Housing and the Arizona Department of Economic Security.
- Gupta, S., & Hedberg, E. C., et al (Contributors). (2013). *On the Rise: 21st Century Career and Technical Pathways*. Report for Arizona State University Morrison Institute.
- Fox, A. Choate, D. Katz, C. M. Marvastian, S., & Hedberg, E. C. (2012). *Final evaluation of the Phoenix TRUCE Project: A Replication of Chicago Ceasefire*. Phoenix, AZ: Center for Violence Prevention and Community Safety, Arizona State University.
- Hedberg, E. C., Brown, K., Neishi, K., & Sinclair, M. (2012). *ESSIN Task Order 16: Developing a Research Agenda for State Longitudinal Data Systems*. Prepared for NCES, Department of Education.
- Hart, B., and Hedberg, E. C. (2012). *Arizona's Emerging Latino Vote*. Morrison Institute at Arizona State University.
- Fox, K.A. Webb, V. J., Ferrer, A. Katz, C. M. , & Hedberg, E. C. (2012). *Gang Intervention treatment Re-entry Development for Youth (GITREDY): A Report on the First Year of Implementation*. Sam Houston State University.
- Fox, A. M., Choate, D. E., Katz, C. M., Marvastain, S., & Hedberg, E. C. (2012). *Evaluation of the Phoenix TRUCE Project: A Replication of Chicago CeaseFire*.
- Hart, B., & Eisenbarth-Hager, C. J. (Principle Authors), Hedberg, E. C., et al. (Contributors). (2012). *Dropped? Latino Education and Arizona's Economic Future*. Prepared by the Morrison Institute for The Virginia G. Piper Charitable Trust and The Helios Education Foundation.
- Fox, A. M., Choate, D. E., Katz, C. M., Marvastain, S., & Hedberg, E. C. (2011). *Interim Evaluation of the Phoenix TRUCE Project: A Replication of Chicago CeaseFire*.
- Rabkin, N., Reynolds, M., Hedberg, E. C., & Shelby, J. (2011). *A Report on the Teaching Artists Research Project: Teaching Artists and the Future of Education*.
- T. B. Hoffer, Hedberg, E. C., Brown, K., Halverson, M. L., & McDonald, S. (2011). *Final Report on the Evaluation of the Growth Model Pilot Project*. Prepared for U.S. Department of Education Office of Planning, Evaluation and Policy Development Policy and Program Studies Service.

- Rabkin, N., & Hedberg, E. C. (2011). *Arts Education in America : What the Declines Mean for Arts Participation*. Prepared for the National Endowment for the Arts.
- Daugherty, D., Edwards, E., Hart, B., Hedberg, E. C., Stigler, M., Totura, C., & Welch., N. (2011). *APS Informed Perception Project Report*.
- T. B. Hoffer, Hedberg, E. C., Brown, K., Halverson, M. L., & McDonald, S. (2010). *Interim Report on the Evaluation of the Growth Model Pilot Project*. Prepared for U.S. Department of Education Office of Planning, Evaluation and Policy Development Policy and Program Studies Service.
- Volberg, R. A., Hedberg, E. C., & Moore, T. L. (2008). *Oregon Youth and their Parents: Gambling and Problem Gambling Prevalence and Attitudes*. Report to the Oregon Department of Human Services.
- Hoffer, T. B., Grigorian, K. & Hedberg, E. C. (2008). Postdoc Participation of Science, Engineering, and Health Doctorate Recipients. *NSF Info-Brief publication number NSF 08-307 from the National Science Foundation Directorate for Social, Behavioral and Economic Statistics*.
- Hoffer, T. B., Venkataraman, L., Hedberg, E. C., & Shagle, S. (2007). *Final Report on the National Survey of Algebra Teachers for the National Math Panel*. Prepared for the National Math Panel, US Department of Education.
- Hedberg, E. C. (2007). *Poetry in America: An Analysis of the Data*. Prepared for The Poetry Foundation.

Presentations at Professional Meetings and Webinars

- Markovitz, C. & Hedberg, E. C. (2014). K-3 Impact Evaluation of the Minnesota Reading Corps: The Results of a Randomized Trial. Presented at the Spring 2014 Meeting of the Society for Research on Educational Effectiveness.
- Hedges, L. V., & Hedberg, E. C. (2013). Intraclass Correlations and Covariate Outcome Correlations for Planning 2 and 3 Level Cluster Randomized Experiments in Education. Presented at the 2013 meeting of the Federal Committee on Statistical Methodology.
- Hedberg, E. C., and Hedges, L.V. (2013). Empirical Estimation and Prediction of Within-district Intraclass Correlations of Academic Achievement in Elementary Grades. Presented at the Fall 2013 meeting of the Society for Research on Educational Effectiveness.
- Gibson, N. and Hedberg, E. C. (2013). Student Growth Without Regression. Presented at the 2013 Stats-DC Conference. Washington, DC.
- Hedberg, E. C., Cesar, G. T., & Wallace, D. M. (2013). The Effect of Survey Mode on Socially Undesirable Responses to Open Ended Questions. Presented at the 2013 American Association for Public Opinion Research Annual Meeting. Boston, MA.
- Cesar, G. T., Wallace, D. M., & Hedberg, E. C. (2013). Social Undesirability in Survey Responses: Do Web Surveys Generate Socially Undesirable Reactions? Presented at 2013 Western Society of Criminology Annual Conference.
- Hedges, L.V. & Hedberg, E. C. (2013). State Based Intraclass Correlation Values for Planning Group-Randomized Trials in Education: Within and Between District. Presented at the University of Chicago Education Workshop in Chicago, IL.
- Hedberg, E.C., & Hedges, L.V. (2012). Using State Longitudinal Data Systems to Provide Reference Values for Planning Evaluations. Presented at the 25th Annual STATS-DC 2012 Data Conference. Washington, D.C.

- Eason, J. M., & Hedberg, E. C. (2012). Prison Building, Poverty, and the Prison Boom. Paper presented at the Annual Meeting of the Rural Sociological Society.
- Hedberg, E. C. Ayers, S. (2012). Detecting effects in CRTs to prevent smoking. Poster presented at the 2012 Society for Prevention Research Annual Meeting in Washington, DC.
- Hedberg, E. C. (2012). Multilevel Egocentric Analysis. Paper presented at the 2012 International Social Network Analysis Sunbelt Conference, Redondo Beach, CA.
- Fox, A. M., Choate, D. E., Katz, C. M., Hedberg, E. C., & Marvastian, S. (2011). Interim Evaluation of the Phoenix TRUCE Project: A Replication of Chicago CeaseFire. Presented at the annual meeting of the American Society of Criminology, Washington, DC.
- Hedges, L. V., and Hedberg, E. C. (2011). Introduction to Power Analysis for Clustered Designs and the Online Variance Almanac. Presentation at the 2011 REESE PI Meeting.
- Hedges, L.V., & Hedberg, E. C. (2011). Introduction to the Online Variance Almanac. Retrieved from <https://arc.uchicago.edu/sites/default/files/ARC%20WebVA%20Webinar%20PowerPoint.pdf>
- Hedberg, E.C. (2011). Measuring Social Capital in Household Support. Poster Presented at the 2011 Meeting of the Population Association of America Meeting.
- Hedberg, E.C. (2011). Sibling Contact and Instrumental Support of Aged Parents. Paper presented at the Family Section Roundtable at the 2011 American Sociological Association Meeting.
- Hedberg, E. C. (2011). Adolescent Reports of Family Meals with At Least one Parent and the Prediction of Delinquency. Paper presented at the Family Section Roundtable at the 2011 American Sociological Association Meeting.
- Ayers, S. L., Wagaman, M. A., Mullins, J. L., Bermudez-Parsai, M., & Hedberg, E. C. (2011). Evaluating school-based bullying interventions using multilevel discrete time hazard modeling. Paper accepted for presentation at the American Sociological Association Annual Meeting, Las Vegas, NV.
- Ayers, S. L., Wagaman, M. A., Mullins, J. L., Bermudez-Parsai, M., & Hedberg, E. C. (2011). Evaluating school-based bullying interventions using multilevel discrete time hazard modeling. Paper presented at the Pacific Sociological Association Annual Meeting, Seattle, WA.
- Hedberg, E. C., & Hedges, L.V. (2011). An Investigation of the Within- and Between- District Variance Structure of Academic Achievement in Massachusetts. Society for Research on Educational Effectiveness 2011 Conference.
- Perez-Felkner, L. C., & Hedberg, E. C. (2011). The Changing Landscape for Educational Opportunity: Enhancing the Public Option for Black Youth. Presented at the Midwest Sociological Society meeting in St. Louis: Sociology of Education Section.
- Abrams, A., & Hedberg, E. C. (2010). Triangulating State and Federal Data on School Accountability: Lessons for Both Scholars and Practitioners. Presentation at the NCES Summer Data Conference "ED-Stats."
- Hedberg, E. C. (2009). Kin-Network Structure, Size and Social Support. Paper at 5th Annual Inter-Ivy Sociology Symposium. Session 2: The Worth of Networks.
- Hedberg, E. C. (2008). Measuring Social Capital. Paper at the mid-winter meeting of the American Sociological Association Methods Section, Session 1: Social Networks.

- Hedberg, E. C. (2005). The Social Production of Intergenerational Exchange: The Value of Social Capital. Paper presented at the 2005 Annual American Sociological Association (ASA) Meeting's Section on Economic Sociology / Exchange, Interaction, and Interpretation in Economic Transactions. Philadelphia, Pennsylvania.
- Wallace, D., G. Tita., Hedberg, E. C., & Rosenfield, R. (2005). Neighborhood Successions and Interracial Homicide: The Case of Southeast Los Angeles. Paper presented at the 2005 Annual American Society of Criminology Meeting's Thematic Session "Multi-Level Analysis of Neighborhoods and crime".
- Hedberg, E. C. & Santana, R. (2004). The Variance Structure of Academic Achievement in America: The Variance Almanac. Paper at the 2004 Annual American Educational Research Association Meeting's Quantitative Methods and Statistical Theory Symposium: Designing Multi-Level Studies of Educational Interventions: the Importance of Computing Statistical Power. San Diego, California.
- Hedberg, E. C. (2004). Facilitating the Health of Our Elders: Adding the Concept of Familial Efficacy to Discussions of Health and Care-Giving. Paper presented at the 2004 Annual American Sociological Association Meeting's Health and Wellbeing Symposium. San Francisco, California.
- Hedberg, E. C. (2006). Context-Effects Models of Social Capital Analysis. Center for Research on Families Conference: New Methods for the Analysis of Family and Dyadic Processes. University of Massachusetts, Amherst and Penn State University's Symposium on Family Issues, Caring and Exchange Within and Across Generations

Select Media Citations and Appearances

- (2014). EdWeek. (http://blogs.edweek.org/edweek/inside-school-research/2014/03/sree_american_corps_tutors_boost_e.html)
- (2013). KJZZ-FM. (<http://www.kjzz.org/content/1304/morrison-institute-forum-explores-bullying-issues>)
- (2012). AZ Public Media (<https://www.azpm.org/p/home-featured/2012/11/16/18898-latino-vote-fact-or-fiction/>)
- (2012). KJZZ-FM (<http://www.kjzz.org/content/1208/arizonas-emerging-latino-voter>)
- (2012). AZ PBS (<http://www.azpbs.org/arizonahorizon/detailvid.php?id=13971>)
- (2011). Los Angeles Times (<http://articles.latimes.com/2011/mar/09/entertainment/la-et-nea-study-20110309>)
- (2008). Contexts Magazine (<http://contexts.org/articles/summer-2008/heat-wave/>)

Authored Stata Software

ROBUMETA – Robust variance estimation in meta-regression with dependent effect size estimates. robumeta provides a robust method for estimating standard errors in meta-regression, particularly when there are dependent effects. In Stata, type “findit robumeta” to install.

RDPOWER – Power calculations for random designs. rdpower computes power for a variety of randomized designs: a single level randomized design where there is no clustering, a two-level cluster randomized design where treatment is at level 2, a three-level cluster randomized design where treatment is at level 2, a two-level block randomized design where treatment is at level 1, and a three-level randomized block design where treatment is at level 2. In Stata, type “findit rdpower” to install.

- QUICKICC** – quickicc calculates the intraclass correlation (ICC) after fitting a two-level xtmixed model where the intercept is the only random effect. In addition to calculating the ICC, this program also calculates the standard error of the maximum likelihood large sample ICC. In Stata, type “findit quickicc” to install.
- GSUM** – gsum calculates summary statistics for an ordinal variable where each category represents a range of a conceptually continuous variable. gsum provides the weighted N, the mean, the standard deviation, and quantiles 0.25, 0.50 (the median), and 0.75 (you can specify any set of quantiles). Each quantile is available as both the midpoint of the category in which the quantile falls, or as a linear interpolation of that quantile based on methods presented by Blalock (1979). In Stata, type “findit gsum” to install.
- ICCVAR** – iccvar is a post-estimation command for xtmixed. After fitting a 2, 3, or 4 level model with a random intercept (random slopes are not supported), iccvar will calculate the intraclass correlation (ICC) values and the associated standard errors based on the variance components and standard errors of the variance components estimated from xtmixed. In Stata, type “findit iccvar” to install.
- SDRQUANTILE** – sdrquantile estimates medians and other quantiles for data with weights based on the successive difference replication (SDR) method. Broadly, there are two methods available to determine a quantile of a continuous variable using weights. The first is to find the case at the q^{th} quantile of the weight distribution (we refer to this as the "minimum-value method"), and the second method is to interpolate a value between the value right before the q^{th} quantile and the value at the q^{th} quantile. The minimum-value approach differs from the second methodology. The interpolation approach finds the value of *varlist* where the $p(Y_k)$, or the CDF, is less than or equal to 0.50, and then interpolating the quantile as a function of the value of *varlist* at value k , and the value of *varlist* at the next value $k+1$. There are also two methods for variance estimation: the replicate method or the confidence interval method. The replicate method uses the variance of the point estimates from each replicate to calculate the standard error. However, when data are clustered around typical values, this estimate tends to underestimate the variance due to low variation across replicate weights. The confidence interval method combats this problem by instead estimating the variance of the CDF and converting those points into the corresponding values of *varlist*.
- STATSTABLE** – statstable is a Stata wrapper program for procedures that estimate descriptive statistics and associated variances using survey data. The central purpose of this program is to create a single-step procedure for populating complicated descriptive tables with complex survey micro data—no more “cutting and pasting!” Most clients also require specific rounding and formatting rules be met in addition to suppression. STATSTABLE is also designed to handle a variety of formats and is programmed with client-specific suppression libraries.

Teaching

- Fall 2012 and 2013. Advanced Regression. Arizona State University (Doctoral and Masters students in the School of Public Affairs).
- Spring 2010, 2011, 2012, and 2013 . Advanced Regression Topics and Generalized Linear Models. Arizona State University (Doctoral students in the College of Public Programs).
- Spring 2009. Instructor. Research Methods. DePaul University (Sociology undergraduate students).

Fall 2007, 2008, and 2009. Elements of Statistics, Department of Sociology, cross-listed in Math Department. DePaul University (Sociology undergraduate students).

Fall 2005 and 2006. Marriage and Family. Columbia College, Chicago (Liberal Arts undergraduate students).

Spring 2005. Teaching Assistant for Larry V. Hedges, Applications of Hierarchical Linear Models. University of Chicago (Sociology graduate students).

Fall 2005. Teaching Assistant for Larry V. Hedges and William Goldstein, Psychological Statistics., University of Chicago (Psychology/Human Development undergraduate students).

Spring 2004. Teaching Assistant for Larry V. Hedges, Statistical Methods 2. University of Chicago (Sociology graduate students).

Fall 2004. Teaching Assistant for Larry V. Hedges, Introduction to Psychological Statistics. University of Chicago (Psychology undergraduate students).

Spring 2000, Winter 2001. Teaching Assistant, Introduction to Sociology. University of Minnesota (Sociology undergraduate students).

Other Professional Experience

2012-present. Affiliate of the Center on Demography and Economics of Aging, NORC at the University of Chicago.

2012-present. Contributing Data Analyst for the Morrison Institute for Public Policy at Arizona State University.

2011. Consultant for Statistical Analysis and Survey Design for the American Medical Association.

2009-2011. Director of Research, College of Public Programs at Arizona State University. (50% FTE).

2006-2007. Graduate Student Coordinator and co-founder for the University of Chicago Workshop “Social Theory and Evidence”

2003-2006. Senior Research Assistant for Larry V. Hedges’ Variance Almanac Project, Data Research and Development Center at NORC.

2005. Member of the “Society for Social Research” sub-committee on program development.

2005. Member of the “Society for Social Research” Sociology Department Committee on Graduate Program and Completion Timelines.

2005. Evaluation of after-school tutoring program’s treatment effect for Rockman, et al, INC.

2005. Advisor for Michael Kaufman’s Study on a panel of 1960’s Harvard graduates over the life course.

2005. Methodologist for study by Rush University on links between patient satisfaction and risk of malpractice.

2004. Technical Assistance for a Rush University project to assess which variables/scales predict the chances that a nurse will leave an organization.

2004. Evaluation of curriculum efficacy for Rockman, et al, INC. Chicago, IL.

2003. Statistical Analysis of recipients and candidates for the National Academy of Education/Spencer Foundation fellowship. Project goal: to determine if recipients differed from candidates (who did not receive the fellowship) in terms of academic production during their careers. Work done for Larry Hedges.

2001. The Undergraduate Sociology Experience Survey (USES). 2001. Designed research instrument and created first wave of data to elucidate various parameters of The University of Minnesota's Sociology majors

Awards and Honors

Employee Service Award. NORC at the University of Chicago. Winter 2009

Employee Service Award. NORC at the University of Chicago. Winter 2007

Institutional Training Grants (T32):

Population Research Center, University of Chicago

Health Studies Department, University of Chicago

Outstanding Teaching Assistant Award. Department of Sociology, University of Minnesota.

Outstanding Undergraduate Research Award, Department of Sociology, University of Minnesota.

Liza C. Hita, Ph.D, LISAC, NCC

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85287-3701
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Email: lhita@asu.edu

EDUCATION

Arizona State University

- Ph.D in Counseling Psychology, 2011

Northern Arizona University,

- MA in Community Counseling, 2004

University of California, Los Angeles

- BA in Political Science and History, 1997
- Specialization in Chicana/o Studies

TEACHING AND SUPERVISION

September 2011-present

Arizona State University

Lecturer, T. Denny Sanford School of Social and Family Dynamics

Associate Director & Capstone Project Coordinator, Online Graduate Programs

Barrett Honors Faculty

Courses: SOC 101, Introduction to Sociology; SOC 352, Social Change; SOC/FAS 324

Work and the Workplace; FAS 370, Family Culture and Ethnic Diversity; SOC 270, Race and Ethnic Relations; SOC 334, Technology and Society; SOC 220, Sports and Society; courses taught in Blackboard, an interactive web-based server. Enrollment is approx. 200-400 students per section and courses are in an accelerated 7.5-week format.

March 2013, April 2011, March 2015

Arizona State University

Guest lecturer

PSY 591, Clinical Interviewing

Multicultural assessment and interventions

August 2009-August 2011

Northern Arizona University

Adjunct instructor

Courses: EPS 580, Human Development; EPS 671, Consulting in the Helping

Professions; EPS 620 Vocational Counseling; all courses are graduate level and are taught online through Blackboard Learn.

August 2007-May 2008; August 2009-December 2009

Arizona State University

Co-facilitator

CED 680 Masters Practicum Seminar & CPY 780 Doctoral Practicum Seminar

Topics included: Discussion of theoretical orientation, diagnosis, counseling technique, and interventions.

August 2007-May 2008; August 2009-December 2009

Arizona State University

Clinical Supervisor

Supervised Master's-level counseling students during their practicum experience; involved in group and individual supervision.

August 2006-May 2007

Arizona State University

Case Conceptualization Facilitator

CED 684 Internship in Community Counseling

Topics included: case conceptualization; internship experience; professional identity development.

March 2006

Northern Arizona University

Guest Speaker

EPS 592 Community Counseling

Topics included: doctoral admissions process and experience; researching schools; preparing for doctoral-level academe.

August 2004-May 2006

Arizona State University

Instructor

CED 111 Explorations in Education

Topics included: educational pedagogy and psychology; diversity and its effects on education; and technology's impact on schools and schooling. This class required a 10-hour fieldwork experience.

September 1999-June 2000

NFL Academy

Teacher

Taught high school students, grades 9-12, History of Indigenous Peoples of the Southwest through art, culture, and movement. The class entailed an interactive, community-based component.

September 1996-June 1997

University of California, Los Angeles

Teaching Assistant

History 170, Latin American Cultural History

Topics included: how history is recorded and interpreted; how historical perceptions are formed; historical views and depictions of class structure; how family systems affect the interpretation of historical events.

PROFESSIONAL EXPERIENCE

June 2008-June 2014

Arizona State University

New Beginnings Program Group Facilitator

Facilitated an evidenced-based 12-week parenting program for never married and divorcing parents. NBP is an evidenced-based cognitive behavioral intervention aimed at increasing parental warmth, enhancing communication, creating stable routine, maintaining healthy and effective discipline, and providing support for parents during this challenging time of transition. Funded through the National Institute of Drug Abuse.

August 2010-August 2011

Counseling and Consultation, Arizona State University

Pre-doctoral Psychology Intern

Counseling students with a myriad of mental health issues, facilitating general therapy groups, providing risk assessment and crisis intervention. Placement also entails creating substance abuse prevention programs with evaluation component. Includes training components re: diversity and various professional competencies, as well as supervising counselor trainees.

Supervisors: Melanie Rich, PhD; Dan Schulte, PhD

August 2007-August 2010

Maricopa County Family Court

Family Transitions Guide Group Facilitator

Co-created and facilitated an evidenced-based three-hour high-conflict resolution intervention for separating or divorcing families dealing with high levels of interparental conflict during their litigation process. Also assisted in formally evaluating this intervention.

Supervisor: Irwin Sandler, PhD

August 2006-August 2007

Banner Good Samaritan Hospital

Psychology Department Mental Health Counselor

Intern, Doctoral Field Placement

Counseling in-patient clients in acute care within the hospital, primarily with patients in the oncology, transplant, trauma patients, and bariatric units. Out-patient client load includes persons under psychiatric supervision for medication management.

Included personality and cognitive assessments.

Supervisor: Kristine Cooper, PhD

June 2006-January 2007

Empowerment Workshops, Inc.

Organizational Development Consultant

Involved setting up, administering, analyzing and creating reports for a cultural climate survey for TERROS Behavioral Health, a substance abuse treatment agency; included both quantitative and qualitative data and analysis. This also involved comparing data with a previous survey from 2004, organizing focus groups, coordinating the graduate research team, presenting research to TERROS senior management, and other managerial staff.

May 2005-June 2006

American Counseling Association

Graduate Assistant, ACA President

Assisted the President (2005-2006) of ACA during her presidential term to implement her charge of empowering families through exemplary culture-centered counseling practices.

August 2005-July 2006

WellCare Foundation

Counselor

Intern, Doctoral Field Placement

Counseled single working mothers and their children in an integrated medical setting. Placement experience included interdisciplinary staffings, assessment with children and adolescents, play therapy, case management, health counseling, and joint counseling and consultation.

Supervisor: Cynthia Hoard, PhD

February 2004-June 2006

Phoenix Union High School District

Counselor Consultant

Counseled Native American youth in PUHSD, facilitating support groups, including suicide prevention, cultural education, anger management, and substance abuse prevention/intervention.

January 2004-June 2004

American Indian Prevention Coalition

Counseling Intern, Masters Internship

Counseling Native American youth in residential treatment for substance abuse.

Placement also included outpatient counseling with youth diagnosed with co-occurring disorders, interdisciplinary staffings, including traditional

practitioners, group counseling, and life skills development training.
Supervisor: Leo Munoz, PhD.

September 2003-December 2005

NDNS4Wellness

Counselor

Provided individual and family counseling to youth diagnosed with co-occurring disorders; youth assessment; individual counseling & facilitating support groups for students in the Phoenix Union High School District; outpatient substance abuse counseling; residential treatment counseling

September 2001—October 2003

Parents Anonymous

Therapist/Case Manager

Provided family-centered, solution-focused therapy to families in need of crisis intervention through the Family Preservation Project Thrive. Families are at high risk for losing their children to Child Protective Services due to abuse and/or neglect. The most common presenting issues were substance abuse, cultural barriers, domestic violence, and mental illness. Counseling responsibilities included working with young children to address issues of abuse and neglect. Case management duties included creating educational and behavioral plans, follow-up with continuing care, and coordination of ancillary services.

June 2000-September 2001

Creative Innovations, Inc.

Therapist

Provided family-centered, solution-focused therapy to families in need of crisis intervention through the Family Preservation Project Thrive Program. Families are at high risk for losing their children to Child Protective Services and are typically dealing with a myriad of presenting issues, such as mental illness, substance abuse, domestic violence and cultural barriers.

August 1997-June 1999

PCORE (People's Community Organization for Reform and Empowerment)

Community Wellness Coordinator

Organized and educated a specific target area (Echo Park, Los Angeles) in regards to psychological, social, and environmental health issues. Specific demographics targeted included Filipino, Mexican, and Central American communities; organized and facilitated youth groups that dealt with anger management and empowerment strategies. Program included an intergenerational community organizing and community dialogue component.

September 1996-June 1998

Los Angeles Manufacturing Action Project (LAMAP)

Labor Organizer

Organized workers from various sectors with Los Angeles' Alameda Corridor; involved creating a community center to service working families utilizing service learning students from UCLA; worked collaboratively with other labor unions.

STUDENT INVOLVEMENT

Academic Advisor, Gamma Zeta Alpha Fraternity (Fall 2013-present)

Nominated to be Guest Coach for ASU Football team (Fall 2014)

1 Honors Enrichment Contract (Fall Session B, 2014)

Applied Project, Mentor, Jessica Crosely, *The affects of Bipolar Disorder on families* (current)

Northwestern Mutual Faculty of the Game, Women's basketball (Fall, 2013)

1 Honors Enrichment Contract (Fall Session A, 2013)

Applied Project, Mentor, Kristin Kinnear, *Smoking Cessation: The effectiveness of Chantix* (Spring, 2013)
 2 Honors Enrichment Contracts (Spring Session B, 2013)
 2 Honors Enrichment Contracts (Spring Session A, 2013)
 Honors Thesis Committee, Second Reader, Meghan Fisher, *The importance of friendship and community in a Phoenix homeless population* (3/12-10/12)
 Nominated to be Guest Coach for ASU Men's Baseball team (Spring 2012)
 3 Honors Enrichment Contracts (Fall Session B, 2012)
 3 Honors Enrichment Contracts (Fall Session A, 2012)

REASEACH

February 2012-June 2014

Arizona State University

Clinical Supervisor

Supervisor of New Beginnings Program parenting group as part of a multi-site effectiveness trial funded through the National Institute of Drug Abuse; responsibilities include participating in training program for group leaders; supervising group facilitator of in various counties in Arizona.

August 2007-August 2010

Arizona State University

Program Designer and Research Assistant

Lead Research Assistant on the Learning Team of a web-based resilience skills tutorial program and retention strategy for women in the Science, Technology, Engineering, and Mathematics, which included researching and writing the website's psychological content, designing the educational technology component of the website, and assisting in the site evaluation; funded through the National Science Foundation

August 2005-August 2010

Arizona State University

Program Coordinator, Research Assistant, and Group Facilitator

Program coordinator and research assistant in the Prevention Research Center in the Clinical Psychology program; Created and facilitated the Family Transitions Guide (FTG) workshop which was run in the Maricopa Family Court for high conflict parents as part of a Randomized Clinical Trial funded by NIMH and W.T. Grant Foundation; assists with various aspects of the Family Court/ASU partnership to pilot, evaluate, and implement evidenced-based programs for divorced/separating/high-conflict parents and their children.

January 2007- April 2007

Arizona State University Art Museum

New American City Group Exhibition

"Olivia"

Collaborative interdisciplinary art exhibit depicting place attachment and neighborhood revitalization in Guadalupe, Arizona.

September 2004-May 2005

Arizona State University

Co-Investigator

Researching affordable housing and quality of life issues with Latino residents in a Habitat for Humanity Community in South Phoenix; funded through the Stardust Foundation

July 2005-August 2005

Arizona State University

Reviewer

Reviewed ASU Career Guide for cultural sensitivity.

August 2004-August 2005

Arizona State University

Graduate Assistant, Dr. Patricia Arredondo, Vice President of Student Initiatives
Assisting with research on Latino and family-centered issues, literature reviews, and other programmatic responsibilities.

September 1996-August 1997

SALA (Statistical Abstracts of Latin America)

Researcher/Co-Editor

Aggregated statistical data from various sources, including publications from the IMF, World Bank, and other international publications; creates new, topically relevant statistical tables, edited and updated previous tables, reviewed data before publication.

PUBLICATIONS

- Hita, L.C., & Braver, S.L. (in progress). Present and future cultural and political issues: Never married parents in the Family Court. In M. Salini & L. Drozd (Eds.). *Parenting Plan Evaluations: Applied Research for the Family Court* (2nd Ed.). Oxford University Press.
- Braver, S.L., Sandler, I.N., Hita, L.C. & Wheeler, L. (in progress). A randomized comparison trial of two court-connected programs for high conflict families. *Family Court Review*.
- Primé, D.R., Bernstein, B.L., Way, A.K., Cohen-Hita, L., Liddell, T.M., Sarma, A.R., & Bekki, J.M. (2013). Development of an internet-delivered communication curriculum for graduate women in STEM. *Proceedings of the American Society for Engineering Education (ASEE) 2013 Annual Conference*, Atlanta, GA June 2013.
- Hita, L.C., & Braver, S.L. (2012). Diversity and transitions: Never married parents. K. Kuehnle & L. Drozd (Eds.). *Parenting Plan Evaluations: Applied Research for the Family Court*. Oxford University Press.
- Hita, L.C., Braver, S. L., Sandler, I.N., Knox, P., & Strehle, M. (2009). Family court -university partnership to benefit divorcing families: The experience of Maricopa County (AZ) Family Court Department and Arizona State University's Prevention Research Center. *Family Court Review*, 47(3), 436-450.
- Arredondo, P. & Hita, L. (2006). Applying the psychohistorical approach with Latino immigrants. In R.L. Smith & R.E. Montilla (Eds.), *Counseling and family therapy: Strategies that work with Latino populations* (pp.77-96). Thousand Oaks, CA: Sage.
- Arredondo, P., Davison Aviles, R., Zalaquett, C., Bordes, V., Gracioso de Rodríguez, M. Hita, L. & Lopez, B. (2006). The psychohistorical approach in family counseling with Mestizo/Latino immigrants: A continuum and synergy of worldviews. *The Family Journal: Counseling and Therapy for Couples and Families*, 14, 13-27. (a second version of this article is in Spanish: El Enfoque Psicohistórico en Consejería de Familias Con Inmigrantes Mestizos/Latinos: Una Serie Continua y una Sinergia de Diferentes Visiones del Mundo)

PRESENTATIONS

- Hita, L, Adam, K. & Berkshire, K. (2015, February). *Never Married Parents: Challenges and Possibilities*. Arizona Association of Family and Conciliation Courts, Sedona, AZ.

- Sandler, I., Braver, S., & Hita, L. (2012, June). *Randomized experimental trial comparing two programs for high conflict divorcing families*. Association of Family and Conciliation Courts, Chicago, IL.
- Drozdz, L., Kuehnle, K., Hita, L., Sandler, I., Fabricius, W., & Weinstock, D. (2012, February). *Applied research for the family court*. Arizona Association of Family and Conciliation Courts, Sedona, AZ.
- Sandler, I., Braver, S., Hita, L., & Backen-Jones, L. (2011, June). *Taking stock of parent education for divorcing families: Evaluations of past practices and new innovations*. Association of Family and Conciliation Courts, Orlando, FL.
- Bernstein, B. L., Fabert, N., & Hita, L. (2011, February). *Keeping your batteries charged in grad school: Staying motivated and productive*. Career workshop, American Association for the Advancement of Science, Washington D.C.
- Hita, L., Montes, F., & Torres, M. (2009, August). *Mujeres con palabra*. Hemispheric Institute International Conference, Bogota, Colombia.
- J. M. Bekki, B. L. Bernstein, K. Ellison, A. Sridharan, L. Hita, and Q. Spadola (2008). *Work In Progress - Using Case Studies to Increase the Retention of Female Doctoral Students in STEM Fields*. Proceedings of the 38th ASEE/IEEE Frontiers in Education Conference, T4F9-T4F10.
- Bernstein, B., Hita, L., Russo, N. (2008, August). *Resilience training for STEM women: Designing interventions to counter discouragement*. American Psychological Association, Boston, MA.
- Irwin, I.N., Braver, S.L., & Hita, L.C., (2007, May). *Research on High-Conflict Separation and Divorce*. Association of Family and Conciliation Courts, Washington DC.
- Braver, S.L., Sandler, I.N., Hita, L.C., Dahl, M., Knox, P., Krone, S., & Strehle, M. (2006, May). *Parents and children together (PaCT): A University-family court partnership for effectiveness trials and dissemination*. Society for Prevention Research, San Antonio, TX.
- Hita, L.C., Enrique, T., Reyes, R., & Enrique, X. (2006, April). *Visions of a Cross-Cultural World: Community Ecology and Decolonization Strategies*. Relevance of Assessment and Culture in Research, Phoenix, AZ.
- LaFaurie, E., Hita, L.C., & Arredondo, P. (2006, April). *South Ranch II and ASU: Community-Based Research with Habitat for Humanity Residents*. Relevance of Assessment and Culture in Research, Phoenix, AZ.

COMMUNITY INVOLVEMENT

Teokalli Cemanahuak

Arizona Chapter of the Native American Church (NAC); Secretary, Board of Directors, Statutory Agent (2010-present)

- Cultural preservation
- Custodians and council of NAC chapter
- Administration

In Lak Ech

Performance artist and women's collective (1997-present)

- Theater and performance art
- Traditional singing and song creation
- Participates in cultural and academic workshops
- Has performed throughout the US, Mexico, and Colombia

Peace and Dignity Journeys

Intercontinental ceremonial run that includes hundreds of Indigenous communities from Panama to Argentina every four years /Grants Administrator (2005-present)

- Researching and writing grants
- Administrative assistance with the journeys
- Route coordinator: Arizona region (2004-2008)

Tonatierra Community Development Institute

Redevelopment Administrator (2004-2007) /Indigenous Youth Alliance Coordinator (2005-2008)/Grants Administrator (1999-2003)

- Assisting in administrative capacities with Economic Development Agency planning grant
- Assisting in Indigenous Youth Leadership Development Training and Scholarship Program
- Grant writing
 - Funded grants:
 - Salt River 12%
 - Arizona Community Foundation
 - Seventh Generation Fund
 - Solidago Foundation
 - Kalliopea Foundation
- On-going planning of community events and youth workshops
- Developing Community Ecology
- Sacred sites and indigenous rights advocacy work
- Danza Azteca

PESANTE (Philippine Peasant Support Network)

Member (1996-present)/Director of Education (1997-1999)

- Support and educate community members regarding political and cultural issues of the Philippines, primarily focused on peasant issues (75% of Filipino population) and environmental justice
- Create community forums for Filipino community to discuss current issues and share regional culture

El Frente

Planning Committee (1996-1997)

- Assisted in planning an *Encuentro Cultural* with indigenous communities from Chiapas, Mexico in August 1997
- Specifically planned *Día de la Mujer*, or Day of the Woman, for the conference
- Conference discussed community health issues affecting Zapatista communities, such as political, economic, and cultural oppression. Conference discussed and planned future community wellness endeavors, such as a community mural, an indigenous-language school, and acquiring more medical supplies

Mujeres de Maiz

Co-creator (1996-1999); Member (1996-present)

Creative women's workshop and self-titled publication that includes poetry, short stories, drawings, and empowering artwork from multigenerational female minority artists. Mujeres de Maiz showcases artists in a live show that occurs annually. Mujeres de Maiz has performed all across the United States and throughout Mexico.

AWARDS

- Nominated for the Centennial Professor Award (2012-2013)
- Nominated for CLAS Outstanding Lecturer Award (2012-2013)
- Arizona State University President's Medal for Social Embeddedness-"Olivia" New American City Exhibition
- Recipient of the Underrepresented Graduate Enrichment Match (UGEM) Research Award at Arizona State University
- Nominated for Northern Arizona University Outstanding Graduate Student Award

PROFESSIONAL AND ACADEMIC AFFILIATIONS

- Co-Chair, ASU Doctoral Students Organization (2006-2007)
- American Counseling Association
 - Member of Taskforce on Promoting Resiliency of Children in Military Families (2006-2008)
 - Student representative for Research and Knowledge Committee (2005-2006)
 - Graduate Assistant to the President (2005-2006)
- American Psychological Association
- National Latino/a Psychological Association
 - Scholarship reviewer (2012)
- Arizona Psychological Association
 - Ethnic and Minority Affairs Committee (2012)
- Preparing Future Faculty (2005-2006)

CERTIFICATIONS AND LICENSES

- AZ Licensed Independent Substance Abuse Counselor
- Southwest Certification Board Certified Addiction Counselor II
- Nationally Certified Counselor

Curriculum Vitae
Jenefer Husman, Ph.D.

Associate Professor

The T. Denny Sanford School of Social and Family Dynamics

Education

- 1998 Ph.D. The University of Texas at Austin.
Educational Psychology
Concentration: Cognition, Learning, and Instruction
- 1996 M.A. The University of Texas at Austin
Concentration: Cognition, Learning, and Instruction
- 1992 B.S. The Evergreen State College, Olympia, WA
- 1990-1991 Jackson School of International Studies
The University of Washington, Seattle
Chinese Language and History

Appointments

- 2010-present Associate Professor, The Sanford School
- 2008-2010 Associate Professor, Educational Psychology Program
Arizona State University
- 2009 Spring Visiting Professor
University of Leuven, Belgium
- 2002 – 2008 Assistant Professor, Psychology in Education
Arizona State University
- 1998-2002 Assistant Professor of Educational Psychology
University of Alabama

Honors

- 2012 Keynote 1st International Conference on Time Perspective
- 2010 Benjamin J. Dasher award for the Best Paper at the Frontiers in Education Conference
- 2007 Presidential Early Career Award for Scientists and Engineers (Awarded by the President of the United States of America).
- 2006 National Science Foundation CAREER Connecting with the Future: Supporting Identity and Career Development in Post-Secondary Science and Engineering.

- 2005 Invited to Lecture on “Classes without Quizzes Day”
 2005 Nominated for 2004-05 ASU Last Lecture Series
 2004 Exemplary Mentor Certificate, Preparing Future Faculty
 2003 Wakonse Fellow

Publications

i. Dissertation

Title: *The Effect of Perceptions of the Future on Intrinsic Motivation*. Date: 1998

Chair: Dr. Claire Ellen Weinstein, The University of Texas at Austin

Notes: Authors are listed by order in publication; order of authorship indicates contribution; * = co-authors were students when manuscript was submitted

iii. Book Chapters

- Husman, J., Brem, S. K., *Banegas, S., *Duchrow, D. W., & *Haque S. (In Revision). Learning and Future Time Perspective: the Promise of the Future – Rewarding in the Present. In Nicolas Fieulaine, Maciej Stolarski & Wessel VanBeek (Editors). *Time Perspective Theory: Review, Research and Application - Essays in Honor of Philip Zimbardo*. Springer.
- Husman, J., Duggan, M. A., & Fishman, E.* (2014) The Teacher Time Bubble: Expanding Teachers’ Imaginings of the Future to Support Learning. In Paul Richardson, Stuart Karabenick, & Helen Watt (Editors). *Teacher Motivation: Theory and Practice*. Routledge. 182-184.
- Husman J & Corno L (2010), Volitional Control of Learning. In: Penelope Peterson, Eva Baker, Barry McGraw, (Editors), *International Encyclopedia of Education*. volume 6, pp. 724-731. Oxford: Elsevier.
- Weinstein, C. E., Meyer, D. K., Husman, J., Van Mater Stone, G., & McKeachie, W.J. (2006). Teaching students how to become more strategic and Self-Regulated Learners. In W. J. McKeachie & M. Svinicki (Eds.), *Teaching Tips: Strategies, Research, and Theory for College and University Teachers* (pp. 300-317) (12th ed.). Lexington, MA: D. C. Heath.
- Weinstein, C. E., Meyer, D. K., Husman, J., Van Mater Stone, G., & McKeachie, W.J. (2002). Teaching students how to learn. In W. J. McKeachie (Ed.), *Teaching Tips: Strategies, Research, and Theory for College and University Teachers* (11th ed.). Lexington, MA: D. C. Heath.
- Weinstein, C. E., Husman, J., & Dierking, D. R., (2000). Interventions with a focus on learning strategies. In M. Boekaerts, P. R. Pintrich, & M. Zeidner (Eds.), *Handbook of Self-Regulation*. (pp. 727-747) San Diego: Academic Press.
- Weinstein, C. E, Meyer, D. K., Husman, J., Van Mater Stone, G., & McKeachie, W.J. (1998). Teaching students how to learn. In W. J. McKeachie (Ed.),

Teaching Tips: Strategies, Research, and Theory for College and University Teachers (10th ed.). Lexington, MA: D. C. Heath.

Weinstein, C. E., Hanson, G. R., Powdrill, L., Roska, L. A., Dierking, D., Husman, J. & McCann, E. (1998). The design and evaluation of a course in strategic learning. In J. Higo & P. Dwindle (Eds.), *Developmental Education: Meeting Diverse Student Needs*. Chicago, IL National Association of Developmental Education.

Weinstein, C. E., Powdrill, L., Husman, J., Roska, L. A., & Dierking, D. R. (1998). Strategic learning: A conceptual model, instruction, and assessment. In S. Chastened (Ed.), *Evaluation and Fostering Of The Teaching of Intellectual Development In The Sciences, Arts, and Techniques. An International Perspective on The XXI Century Threshold*. Mexico City, MX: Autonomous University of Mexico.

iv. *Refereed Journals* [* students who conducted research done while students]

Lee, J., Husman, J., Scott, K. A., Eggum, N. D., & Baratam, R. (In Press). *COMPUGIRLS: Stepping stone to the future STEM pathway*. Journal of Educational Computing Research.

*Nelson, K. G., Shell, D.F., Husman, J., *Fishman, E.J. & Soh, L. (in press). Student approaches to learning in a foundational engineering course: A motivational and self-regulated learning profiles perspective. Journal of Engineering Education.

Hilpert, J. C., Husman, J., & Carrion, M., L., (2014). Gender Differences in Engineering Students' Imagined Futures. *Journal of Women and Minorities in Science and Engineering*, 20(3), 197-209.

*Stump, G. S., Husman, J., & Corby, M. (2014). Engineering Students' Intelligence Beliefs and Learning. *Journal of Engineering Education*, 103(3), 369-387.

Hilpert, J. C., Stempien, J., *van der Hoeven Kraft, K. J., & Husman, J. (2013). Evidence for the Latent Factor Structure of the MSLQ A New Conceptualization of an Established Questionnaire. *SAGE Open*, 3(4), 2158244013510305.

Shankar, P., *Chung W-. T., Husman J., & Wells, V. L. (2013). A novel software framework for teaching aircraft dynamics and control. *Computer Application in Engineering Education*. DOI: 10.1002/cae.21579

*Stump, G. S., Husman, J., & Brem, S. K. (2012). The Nursing Student Self-Efficacy Scale: Development Using Item Response Theory. *Nursing Research*, 61(3), 149-158.

*Hilpert, J. C., Brem, S. K., Carrion, M. L., & Husman, J. (2012). Learning about HPV on the Internet: the moderating role of moral values. *Sex Education*, 12(3), 259-272.

*Hilpert, J.C., Husman, J., Stump, G.S., Kim, W., Chung, W., & Duggan, M. A., (2012). Examining students' future time perspective: Pathways to knowledge building. *Japanese Psychological Research*, 54 (3), p. 229-240.

- *Stump, G. S.*, Hilpert, J., Husman, J., Chung, W.*, Kim, W.* (2011). Collaborative Learning in Engineering Students: Gender and Achievement. *Journal of Engineering Education*, 100(3), 475-497. (2009; 2.317; 3.809)
- *van der Hoeven Kraft, K. J., Srogi, L., Husman, J., Semken, S., & Fuhrman, M. (2011). Engaging students to learn through the affective domain: A new framework for teaching in the geosciences. *Journal of Geoscience Education*, 59, 71-84.
- *Hilpert, J.C., Brem, S.K., Husman, J., *Carrion, M. (2010) Young adult learning about human papillomavirus on the internet: What are the common misconceptions? *American Journal of Health Studies*, 25, 42-51.
- Turner, J. E., & Husman, J. (2008). Emotional and cognitive self-regulation following academic shame. (Cover story). *Journal of Advanced Academics*, 20(1), 138-173. (NA)
- Shell, D. F., & Husman, J.(2008). Motivation, affect, and strategic self-regulation in the college classroom: A multidimensional phenomena. *Journal of Educational Psychology*, 100(2), 443-459. (2008 2.903; 4.458)
- Husman, J. & Shell, D. F. (2008). Beliefs and Perceptions about the Future: A Measurement of Future Time Perspective. *Learning and Individual Differences*, 18(2), pp 166-175. (2008; 1.255; 1.925)
- Husman, J. & Hilpert, J.* (2007). The Intersection of Students' Perceptions of Instrumentality, Self-Efficacy, and Goal Orientations in an Online Mathematics Course. *Zeitschrift für Pädagogische Psychologie*, 21, 229-239. (2007; 0.595 0.789)
- Wadsworth, L.*, Husman, J., Duggan, M.A.*, & Pennington, M. N.* (2007). Learning in an online mathematics course: The importance of learning strategies and self-efficacy. *Journal of Developmental Education*, 30 (3), 6-14. (NA)
- Moyer, P. S., & Husman, J. (2006). Integrating coursework and field placements: The impact on preservice elementary mathematics teachers' connections to teaching. *Teacher Education Quarterly*, 33, (1), 37-56. (NA)
- Shell, D. F., Husman, J., Turner, J. E., Cliffel, D. M., Nath, I., & Sweany, N. (2005). The impact of computer supported collaborative learning communities on high school students' knowledge building, strategic learning, and perceptions of the classroom. *Journal of Educational Computing Research*, 33(3), 327-349. (NA)
- Husman, J., Brem, S., & *Duggan, M.A. (2005). Student goal orientation and formative assessment. *Academic Exchange Quarterly*, 9(3), 355-359. (NA)

- Anijar, K. Z., Brem, S. K., Husman, J. & Anijar, J. (2005). In with a bang, out with a virus: Late night musings at the end of the world. *Journal of Curriculum Theorizing*, 21, 135-156. (NA)
- Husman, J., Derryberry, W. P.,* Crowson, H. M.,* & Lomax, R. (2004). Instrumentality, task value, and intrinsic motivation: Making sense of their independent interdependence. *Contemporary Educational Psychology*, 29, 63-76. (2004; 0.750; NA)
- Kauffman, D. & Husman, J. (2004). Effects of Time Perspective on Student Motivation: Introduction to a Special Issue. *Educational Psychology Review*, 16, 1-7. (2004; 1.231; NA)
- Turner, J. E., Husman, J., & Schallert, D. L. (2002). The importance of student goals and academic context: investigating the precursors and consequences of experiencing shame upon students' subsequent motivational behavior and academic achievement. *Educational Psychologist*, 37, 79-90.
- Shell, D. F., & Husman, J. (2001). The multivariate dimensionality of personal control and future time perspective in achievement and studying. *Contemporary Educational Psychology*, 26, 481-506.
- Husman, J., McCann, E. J., & Crowson*, H. M. (2000). Volitional strategies and future time perspective: embracing the complexity of dynamic interactions. *International Journal of Educational Research*, 33, 777-799.
- Moyer, P. S., & Husman, J. (2000). The development of autonomy in middle grades `mathematics teachers: What's experience got to do with it? *Journal of Research and Development in Education*, 34, 40-48.
- Turner, G.*, Sweany, N.*, & Husman, J. (2000). Developing the computer interface literacy measure (CILM). *Journal of Educational Computing Research*, 22, 37-54.
- Husman, J. & Lens, W. (1999). The role of the future in student motivation. *Educational Psychologist*, 34, 113-125.
- Hamman, D. D., Shell, D. F., Droesch-Cliffel, D. M., Husman, J., & Handwerk, M. (1996). Middle-school students' perception of strategy use: Putting the learner back into self-regulated learning. *Research in Middle Level Education Quarterly*, 19, 31-46.

Refereed Proceedings (reviewed as a full journal-length manuscript, which was then published as part of the proceedings).

- *Foster, C., Mendoza, C., & Husman, J., (October 2013). Mastery Goal Structures for a Fourth Grade Science Classroom. Paper published in the Proceedings of the Frontiers in Education meeting; Oklahoma, OK.
- *Foster, C. H., Husman, J., & Mendoza, C. (2013, June). Engineering solar energy in the fourth grade science classroom. Paper published in the

- proceedings of the American Society for Engineering Education 2013 Annual Conference & Exposition; Atlanta GA.
- Nelson, K. G., Brem, S. K., & Husman, J. (2012). *Work in progress: Identification of misconceptions governed by emergent phenomena in photovoltaics content using the Delphi Method*. Paper presented at the Frontiers in Education Conference (FIE), Seattle, WA.
- *Koseler, R., *Shapcott, S., *Nelson, K. G., Husman, J., (October, 2012). Work in Progress: Evaluation of an Online Education Portal from the User's Perspective: An Empirical Investigation of a Photovoltaics (PV) Engineering Learning Portal, pveducation.org Paper published in the Proceedings of the Frontiers in Education meeting; Seattle, WA.
- #*Shapcott, S., *Nelson, K., & Husman, J. Changing the Face of Engineering: Can Photovoltaic Engineering Lead the Charge? (June, 2012). Paper published in the proceedings of the American Society for Engineering Education 2012 Annual Conference & Exposition: San Antonio, TX.
- *Nelson, K. G., Husman, J., *Koseler, R., *Bowden, S. G. (June, 2012). Work-in-progress: Towards the development of a model for beneficial use of educational technology through a photovoltaics engineering website. Abstract published in the proceedings of the American Society for Engineering Education 2012 Annual Conference & Exposition: San Antonio, TX.
- McConnell, D. A., Perkins, D., Stempien, J., & Husman, J. (2011, December). Contrasts in Student Affect by Institution and Instructor: Establishing a National Baseline for Geoscience Courses. In *AGU Fall Meeting Abstracts* (Vol. 1, p. 0836).
- *Nelson, K. G., Husman, J., Brem, S. K., Bowden, S. & Honsberg, C. (June, 2011). Optimizing Educational Approaches for University Photovoltaics Education. *Proceedings of the 37th Institute of Electrical and Electronics Engineering Photovoltaic Specialists Conference*; Seattle, WA
- #Hilpert, J. C., Carrion, M. L., Husman J., and Baughman, L., (2011, October). Engineering Futures: Female Students, Careers, and Work/Life Balance. Proceedings of the Frontiers In Education Conference; Rapid City, SD.
- #*Puruhito, K. Husman, J. Ganesh, T. & Stump, G. (2011). Increasing Instrumentality without Decreasing Instructional Time: An Intervention for Engineering Students. Proceedings of the Frontiers In Education Conference; Rapid City, SD
- #Wells, V. L., Husman, J., Shankar, P., & Chung, W. (2011). Revised Aerodynamics Curriculum and Instruction for Improved Student Outcomes, *Proceedings of the American Society for Engineering Education 2011 Annual Conference & Exposition*; Vancouver, BC Canada.

- #Shankar, P., Husman, J., Wells, V. L., & Chung, W. (2011) Innovative Instruction for Undergraduate Aircraft Dynamics and Control. *Proceedings of the American Society for Engineering Education 2011 Annual Conference & Exposition*; Vancouver, BC Canada.
- #Husman, J., Benson, L., & Brem, S. K. (2010). Mini workshop - understanding motivation in research and practice. *Proceedings of the Frontiers In Education Conference*; Washington D. C.
- #Hilpert, J. C., Stump, G., & Husman, J. (2010) Pittsburgh engineering attitudes scale - revised: evidence for an improved instrument. *Proceedings of the Frontiers In Education Conference*; Washington D. C.
- #Husman, J., Hilpert, J. C., Kraft, K., & Baughman, L., (2010). Evaluating Instructor Practices in the Engineering Classroom. *Proceedings of the American Society for Engineering Education Annual Conference & Exposition*; Louisville, KY.
- #Stump, G.*, Husman, J., Chung, W.-T*.& Done, A.* (2009) Student Beliefs about Intelligence: Relationship to Learning. *Proceedings of the Frontiers In Education Conference*; San Antonio, TX. (Dasher Award Winner)
- #Hilpert, J., *Stump, G.*, Husman, J., Kim, W.*, Chung, W.T.*, & Lee, J*. (2009). *Steps toward a sound measure of engineering student attitudes: Pittsburgh engineering attitudes scale – revised*. *Proceedings of the Frontiers in Education Conference*, San Antonio, TX.
- #Chung, W.T.*, Lee, J.*, Husman, J.*, Stump, G.*, Maez, C.*, & Done, A.* (2009). *Connecting to the future: How the perception of future impacts engineering undergraduate students' learning and performance*. *Proceedings of the Frontiers in Education Conference*, San Antonio, TX.
- #Hilpert, J.*, Stump, G.*, Husman, J.& Kim, W*. (2008) An exploratory factor analysis of the Pittsburgh Freshman Engineering Attitudes Survey. *Proceedings of the Frontiers In Education Conference*; Saratoga Springs, NY.
- #Hilpert, J.*, Stump, G.*, Husman, J.& Kim, W*. (2008) An exploratory factor analysis of the Pittsburgh Freshman Engineering Attitudes Survey . *Proceedings of the Frontiers In Education Conference*; Saratoga Springs, NY.
- #Chung, W.*, Stump, G.*, Hilpert, J., Husman, J., Kim, W*, & Lee, J*. (2008). Addressing engineering educators' concerns: Collaborative learning and achievement. *Proceedings of the Frontiers In Education Conference*; Saratoga Springs, NY.

- #Husman, J., Lynch, C.*, Hilpert, J.*, & Duggan, M. A*. (2007, June) Validating measures of future time perspective for engineering students: Steps toward improving engineering education. Proceedings of the American Society for Engineering Education Annual Conference & Exposition; Honolulu, HI.
- #Triplett,* C. K., Husman, J., & Hong, *J. Y. (2005, June). Role Conflict and Engineering Career Choice. Proceedings of American Society for Engineering Education Annual Conference & Exposition., Portland, OR.
- Moyer, P. S., & Husman, J. (2001). The impact of site-based elementary mathematics methods coursework. Proceedings of the 22nd annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education. Columbus, OH: ERIC Clearinghouse for Science, Mathematics, and Environmental Education.
- Husman, J. & Shell, D. F. (1996). Beliefs and perceptions about the future: A conceptualization and measurement of future time perspective (abstract). *International Journal of Psychology*, 31, 4496.

Technical Reports

- Brem, S. K., Husman, J., & Duggan, M. A.* (2005). *Final Report to Renaissance Learning*. Technical Report submitted to Renaissance Learning, Inc.
- Shell, D. F., Husman, J., Cliffel, D., Nath, I., Sweany, N., & Turner, J. (1997). *Project CIRCLE: Second Year Evaluation Report*. Washington, DC: U.S. Department of Education, Secretary's Fund for Innovation in Education.
- Shell, D. F., Husman, J. E., Droesch, D. M., Nath, I., Wall, N., & Turner, J. (1995). *Project CIRCLE: First Year Evaluation Report*. Washington, DC: U.S. Department of Education, Secretary's Fund for Innovation in Education.

Newsletters

- Hahn, D., Dugan, M. A.*, & Husman, J. (2006, Fall). An Interview with Past President Ernst Z. Rothkopf. *Newsletter for Educational Psychologists/Division 15*, 29 (2), 1, 6-8..
- *Dugan, M. A., *Hahn, D., & Husman, J. (2006, Winter). Interview with Merlin Wittrock. *Newsletter for Educational Psychologists/Division 15*, 29(1), 1, 4-5.
- Husman, J. (2005, Summer). Interview with Anita Woolfolk- Hoy. *Newsletter for Educational Psychologists/Division 15*, 28(2) 1, 9-11.
- Hahn, D.*, & Husman, J. (2005, Spring). Interview with Berry J. Zimmerman. *Newsletter for Educational Psychologists/Division 15*, 28(1), 1, 8-11.

- Hahn, D.*, & Husman, J. (2004, Fall). Interview with David C. Berliner, Part II
Newsletter for Educational Psychologists/Division 15, 27(3), 4, 5, 8, 9.
- Husman, J. (2004, Summer). Interview with David C. Berliner, Part I
Newsletter for Educational Psychologists/Division 15, 27(2), 1, 3,4.
- Tennyson, H. *, & Husman, J. (2000, October). Helping undergraduates learn:
What each of us can do to help. *Observer, 13*, 26-27, 32.
- Gorin, J., & Husman, J. (1997, Fall). The APA annual meeting: Graduate
student reflections. *Newsletter for Educational Psychologists/Division
15*. Washington, D.C.: American Psychological Association.
- Gorin, J., & Husman, J. (1997, Spring). The APA annual meeting: Some
questions, some answers. A dialogue for graduate students by
graduate students. *Newsletter for Educational Psychologists/Division
15*. Washington, D.C.: American Psychological Association.

Invited Addresses

- 2013 Invited Address "Achievement motivation - What is it and how can we
improve it?" at Purdue University's Engineering Education's Research
Seminar Series.
- 2012 Keynote Speaker "*Using the Future to Stay Motivated in the Present:
Learning in Engineering*" International Conference on Time
Perspective, Coimbra, Portugal.
- 2012 Invited Panelist "*What is the future for Time Perspective theory and
research.*" International Conference on Time Perspective, Coimbra,
Portugal.
- 2012 Invited guest speaker "When the going gets tough the Future Oriented
get going: Future Time Perspective and persistence in engineering
education." Educational Psychology Department University of New
Mexico
- 2012 Invited guest speaker "Why would an educational psychologist take
Electrical Engineering courses?: the story of one psychologist's quest
to meet the Terawatt Challenge." Educational Psychology Department
University of New Mexico
- 2012 Issues in Teaching Renewable Energy Panelist, American Society for
Engineering Education, San Antonio, TX.
- 2012 Invited panelist, Education and Capacity Building in Renewable Energy.
Tohono O'odham Renewable Energy Conference. Tucson, AZ.
- 2011 Invited guest speaker National Science Foundation REESE program
Principle Investigators meeting.
- 2010 Invited Address: *Considering Future Oriented Motivation*: Institute of
Educational Psychology University of Munich.
- 2010 Invited Address: *Increasing Motivation without Decreasing
Instructional Time: A Brief Intervention to Improve Engineering
Students' Motivation for Learning Calculus* Clemson University.

- 2009 Keynote Speaker "*Considering the Future of Research on the Future*" Motivatie OVERleg en REsearch (MOVE) Motivatieonderzoek in onderwijs: State of the art and future Directions Leiden 12 mei 2009, locatie: Universiteit Leiden, Pieter de la Court gebouw, Wassenaarseweg 52 Leiden
- 2009 Invited Speaker "*Considering Future Time Perspective, Identity Development, and Achievement.*" University of Ghent, Belgium.
- 2009 Invited Speaker "*Supporting Identity and Career Development in Post-Secondary Science and Engineering.*" Universite catholique de Louvain, Faculte de psychologie et des sciences de l'education. de psychologie de education et du developpement humain
- 2006 Invited Speaker "*Connecting with the Future: A longitudinal study of students' future time perspective, motivation and perceptions of coursework instrumentality for careers in science and engineering.*" University of Leiden, The Netherlands
- 2006 Invited Speaker: "*Motivating Students to Learn*" Gateway Community College Faculty In-Service.
- 2004 Invited Speaker: "*Is Math Useful for my Future?*" University of Leuven, Belgium.
- 2002 Invited Speaker: *Underprepared Freshman, Goals and Learning Strategies.* Third Annual Underprepared Freshman Conference, hosted by Miles College, Birmingham, Alabama.

Consulting and Workshops

- 2013 Co-organizer of Sponsored Session of the Educational Research and Methods Division of the American Society for American Society of Engineering Education. Session Title: We're Talking Motivation! Session presented in Atlanta GA.
- 2012 Workshop organizer and speaker: Integration of Photovoltaic Solar Energy into Established Degree Programs and Curriculum: Lessons Learned - Best Practices Established. Energy Conversion and Conservation Division of the American Society for Engineering Education.
- 2009 Invited guest of the National Council for Accreditation of Teacher Education to attend National Expert Panel on Increasing the Application of Knowledge about Child and Adolescent Development and Learning in Educator Preparation
- 2009 Invited Participant: Neuroscience Research in Education Summit: The Promise of Interdisciplinary Partnerships Between Brain Sciences and Education. Sponsored by the Society for Neuroscience.
- 2008 Coalition for Psychology in Schools and Education; Division 15 representative; American Psychological Association
- 2008 Educational Leadership Conference; Division 15 representative American Psychological Association.

- 2006 Invited Speaker “*Motivation in Engineering Learning and Instruction*”
IEEE Education Society, Phoenix Chapter.
- 2001 Conducted three workshops during the Second Annual
Underprepared Freshman Conference, hosted by Miles College,
Birmingham, Alabama.
- 2000 Conducted five summer in-service training workshops for area
teachers through the In-Service Training Institute.
- 1999 Conducted five summer in-service training workshops for area
teachers through the In-Service Training Institute.

Sponsored Projects

Funded:

National Science Foundation Collaborative Research: “Developing An Instrument for Measuring Student Innovative Engagement”.
\$121,083.00 7/1/2013 to 6/30/2015. PI: Jenefer Husman 50%.

REV supplements *National Science Foundation*. “ERC for Quantum Energy and Sustainable Solar Technologies: QESST.” \$40,000.00
September 2011-August 2016 (PI: C. Honsberg) Husman co-PI.

REV supplements *National Science Foundation*. “ERC for Quantum Energy and Sustainable Solar Technologies: QESST.” \$10,000.00
September 2011-August 2016 (PI: C. Honsberg) Husman co-PI.

Solar Decathlon 2013 National Renewable Energy Laboratory.
\$100,000; (PI: M. Fraser) Husman co-PI 20%.

National Science Foundation “IGERT: Solar Utilization Network”
\$3,498,193; July 2012-2017 (PI: W. Vermaas) Husman co-PI 10%

REU supplement *National Science Foundation*. “CAREER: Connecting with the future: Supporting Identity and Career Development in Post-Secondary Science and Engineering.” \$29,046.00
September 2011-August 2013 (PI: J. Husman).

National Science Foundation Engineering Research Centers for Quantum Energy and Sustainable Solar Technologies: QESST
\$37,000,000.00; August 2011-2021. This 10 year engineering research center, in addition to technical research on photovoltaics, focus on engineering and science education. The center includes eight universities – ASU serves as the lead university. As the Director of Education, Husman conducts education research across all universities and creates interventions and programing for K-20

students. Husman's allocation is consistent with members of the executive committee (PI Honsberg 12% Husman co-PI 6%).

National Science Foundation Collaborative Research: "Examining the impact of the Freshman Teaching Academy on engineering student Future Time Perspective and Strategic Learning". \$49,000.00 September 2009 to February 2011. PI: Jenefer Husman 100%.

National Aeronautics and Space Administration "Comprehensive transformation of junior-year aeronautics instruction based on active/strategic learning and via innovative utilization of modern computational tools". \$389,712.00 June 2009 to December 2010. (PI: Valana Wells; Co-PIs: Kyle Squires 20%; Praveen Shankar 20%; Jenefer Husman 20%)

National Science Foundation. "COMPUGIRLS: A Culturally Relevant Technology Program for Girls" \$ 853,051.00 September 2008-October 2011 (PI: Kimberly Scott Co-PIs: Elisabeth Hayes 10%, Jenefer Husman 10%, Gregory Aist10%, Sethuraman Panchanathan 10%).

REU supplement *National Science Foundation. "CAREER: Connecting with the future: Supporting Identity and Career Development in Post-Secondary Science and Engineering." \$32,019.00 September 2008-August 2009 (PI: J. Husman). Research Experiences for Undergraduates (REU) supplement is intended to support undergraduate participation in scientific research. With this award I have included two Mary Lou Fulton College of Education undergraduates as partners in our research project. Each student has had an opportunity to fully participate in all phases of psychological research. Each student is a participating author on papers presented at the Frontiers in Education conference, the leading outlet for Engineering Education research, and AERA.*

National Science Foundation. "CAREER: Connecting with the future: Supporting Identity and Career Development in Post-Secondary Science and Engineering." \$590,821.00 September 2006-August 2011 (PI: J. Husman). The CAREER program provides funding to promising researchers early in their career, to foster both their research and their teaching. According to the NSF's description, the CAREER program is "a Foundation-wide activity that offers NSF's most prestigious awards for junior faculty members, and which embodies NSF's commitment to encourage faculty to practice, and academic institutions to value, integration of research and education." My work will benefit both Educational Psychology and Engineering Education; by better understanding how students think about their futures in Engineering,

we can better support and guide them, increasing recruitment and retention.

American Psychological Association, Division 15 "Historian Project". \$16,255. August 2003- August 2005. (PI: J. Husman). The goal of this project is to collect the oral history of Educational Psychology by interviewing the past leadership of Division 15.

Renaissance School Institute. "The Integration of Renaissance Programs into an Urban Title I Elementary School, and its Effect on School-wide Improvement." \$139,749. August 2001-August 2004. (PI: S. Brem, Co-PI J. Husman; partner: Harris Elementary School, Gilbert Unified School District) This study is a retrospective study examining the effects of computer-based reforms on reading education and Title I school wide reform goals. It forms the foundation of dissertations by Linda Sandusky.

University of Alabama, Research Action Committee: "African American college students' future time perspective and its impact on their achievement motivation." \$4960.00 August 2001- August 2002. (PI: J. Husman).

University of Alabama, Research Action Committee: "A study of pre-service teachers' perceptions of the utility of their educational psychology course." \$5000.00 August 1999 - August 2001. (PI: J. Husman).

University of Alabama, College of Education: "College students' self-regulation of their perceptions of the instrumentality of their courses for their future goals." \$1000.00 January 2001 – August 2001 (PI: J. Husman).

Presentations

Presentations 2002-Present (*=a student at the time of submission)

*Fishman, E., & Husman, J. (2013, August). Toward a Theory of Perceived Control of the Attribution Process. Paper presented at the 15th Biennial conference of the European Association for Research on Learning and Instruction, Munich Germany.

Husman, J, Hilpert, J., Stump, G., *Lee, J. (2013, August). The effect of course content on motivation for required courses in engineering. Paper presented at the 15th Biennial conference of the European Association for Research on Learning and Instruction, Munich Germany.

Nelson, K., Shapcott, S., & Husman, J. (2013 August). Retaining female engineers: Lessons from our students. Paper presented at the 15th Biennial conference of the European Association for Research on Learning and Instruction, Munich Germany.

- *Lee, J., & Husman, J. (2012, September). The pilot study of the persistent academic possible selves scale for adolescents (PAPSS). In W. Lens (Chair), *The Future Motivates the Present*. Symposium conducted at the meeting of the 1st International Conference on Time Perspective, Coimbra, Portugal.
- Husman, J., Duggan, M. A., & Lee, J. (2012, September). Can people differentiate between global connectedness and situative connectedness? In W. Lens (Chair), *The Future Motivates the Present*. Symposium conducted at the meeting of the 1st International Conference on Time Perspective, Coimbra, Portugal.
- Nelson, K., Brem, S. K., & Husman, J. (October, 2012). Work in Progress: Identification of Misconceptions governed by Emergent Phenomena in Photovoltaics Content using the Delphi Method. Frontiers in Education meeting, Seattle, WA.
- Stump, G. S., Brem, S. K., Husman, J. (2012, April). Calibration of Self-Efficacy and Knowing. Paper presented at the annual meeting of the American Educational Research Association, Vancouver Canada.
- Kim, W., & Husman, J. (2012, April). The Effect of Perception of Instrumentality on Self-Efficacy, Learning Strategy, and Grade Depending on Course Type. Poster presented at the annual meeting of the American Educational Research Association, Vancouver Canada.
- Hilpert, J., & Husman, J., (2012 April). Linking Instruction to Knowledge Construction in the Engineering Classroom. Paper presented at the annual meeting of the American Educational Research Association, Vancouver Canada.
- Shapcott, S. Sperling, C. Husman, J. & Brem, S. (2011, November). *Student Mindset & Law School Outcomes: Will Assessment Improve Performance?* Poster presented at Southwest Consortium for Innovative Psychology in Education, Norman, OK.
- Lee, J. E., Husman, J., & Scott, A. K (2011, November). *COMPUGIRLS: Stepping stone to the future STEM Pathway*. Poster session presented at the biannual meeting of the Southwest Consortium for Innovative Psychology in Education, Norman, OK.
- Stump, G., Chung, W.-T., Husman, J., Shankar, P., & Wells, V. (2011, Nov) *Calibration of self-efficacy by aerospace engineering students*. Poster presented at the bi-annual meeting of the Southwest Consortium for Innovative Psychology in Education, Norman, OK
- Hall, M., Maez, C., Kraft, K. Husman, J. (2011, November). Gender differences in self-efficacy in STEM courses and how that predicts selection of a science major. Proceedings of Southwestern Consortium for Innovative Psychology in Education; Norman, OK.
- Chung, W-. T., Husman, J., & Hilpert, J. (2011, August). *Engineering undergraduates' goal setting for their future and its motivational implications*. Paper presented at the 14th Biennial conference of the European Association for Research on Learning and Instruction, Exeter, United Kingdom.

- Kim, W., & Husman, J. (2011, August). *The difference of perceived instrumentality and study strategy use across major and non-major course*. Poster presented at the 2011 Biennial Conference of European Association for Research on Learning and Instruction, Exeter, United Kingdom.
- Lee, J. E., Husman, J., Maez, C., & Scott, K. (2011, April). *The outcome space of the open-ended possible selves questionnaire of female adolescents in poverty*. Poster session presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Husman, J., Puruhito, K.*, Ganesh, T., Stump, G.*, & Brem, S. K. (2010, September). Increasing motivation without decreasing instructional time: a brief intervention to improve engineering students' task value. Paper presented at the biannual meeting of the International Congress on Motivation, Porto Portugal.
- Chung, W T.*, Brem, S. K., & Husman, J. (2010, September). Redefining Corporal punishment in narrative of teaching: Taiwanese teachers' stories in reform context. Poster presented at the biannual meeting of the International Congress on Motivation, Porto Portugal.
- Lee, J. E.*, Husman, J., & Brem, S. (2010, August). *Does Self Psychology Need Future Time Perspective?* Poster presented at the annual meeting of the American Psychological Association, San Diego, CA.
- Stump, G. S.*, Hilpert, J. C., Husman, J. (2010, May) Students changing views of their coursework over time . Poster presented at the Annual Meeting of the American Educational Research Association, Denver, CO.
- Garcia, S.*, More E. G. J., Hlava, T., & Husman, J. E., Development of perceived instrumentality for reading mathematics and science. Poster presented at the Annual Meeting of the American Educational Research Association, Denver, CO.
- Husman, J. Hilpert, J. C., Kraft, K.*, & Baughman, L.*, (2010, June). Evaluating instructor practices in the Engineering Classroom. Poster presented at the American Society for Engineering Education, Louisville, KY.
- Hilpert, J., Brem., S., K., Carrion, M. L., Husman, J., (2009, August). *An examination of dissatisfaction and moral values in young adult learning about HPV on the internet*. Paper presented at the biannual meeting of the European Association for Research in Learning and Instruction.
- Hilpert, J., Brem, S. K., & Husman, J., & Carrion, M. L., (2009, August). *Knowledge satisfaction, moral beliefs and Hhuman Papillomavirus: A false sense of dissatisfaction*. Poster presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Lee, J.*, Stump, G.*, Hilpert, J., & Husman, J. (2009, April). *Perception of instrumentality for required courses in an engineering curriculum: What difference does it make?* Poster presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Stump, G.*, Hilpert, J., Husman, J., & Chung, W.T. *(2009, April). *Constructivist learning outcomes for students in engineering and non-major science*

- courses*. Poster presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Lynch, C., Hilpert*, J., Husman, J., & Shell, D. F., (2008, August). : *Exploring Outcome Goals in a Postsecondary Human Sexuality Course* Poster Presented at the 2008 Annual Meeting of the American Psychological Association, Boston, MA.
- Stump, G.*, Hilpert*, J., Chung*, W., & Husman, J. (2008, August). *Constructivist Learning and Engineering: Relationship Between Student Collaboration and Grades* Paper Presented at the 2008 Annual Meeting of the American Psychological Association, Boston, MA.
- Husman, J., Hilpert*, J., Lynch*, C., Duggan*, M. A., Kim*, W., & Chung*, W. (2007, August). *Connecting With the Future: Measuring Future Time Perspective in Science and Engineering Students*. Presented at the 2007 Bi-Annual Meeting of the European Association for Research on Learning and Instruction, Budapest, Hungary.
- Husman, J., Lynch*, C., Hilpert*, J., Duggan*, M. A., Kim*, W., & Chung*, W. (2007, August). When learning seems (un)important: Future Time Perspective and post-secondary students' self-regulatory strategy use. Presented at the 2007 Bi-Annual Meeting of the European Association for Research on Learning and Instruction, Budapest, Hungary.
- Duggan*, M.A. & Lynch*, C.S. (2007, August). *Motivation to learn the teaching craft in beginning teachers*. Poster to be presented at the 2007 Annual Convention of the American Psychological Association, San Francisco, CA .
- Lynch, C.S.*, Duggan, M.A.*, & Husman, J. (2007, August). *Novice teachers' collective efficacy: Factor analysis of the CE scale*. Poster to be presented at the 2007 Annual Convention of the American Psychological Association, San Francisco, CA.
- Husman, J., Lynch*, C., Hilpert*, J., & Duggan*, M. A., (2007, June) *Validating Measures of Future Time Perspective for Engineering Students: Steps Toward Improving Engineering Education*. Paper to be presented at The Meeting of the American Society for Engineering Education Annual Conference & Exposition, Honolulu, Hi.
- Berg*, C., & Husman, J. (2007, April). *Effect of Temporal Orientation and Perception of Instrumentality on Student Academic Performance*. Paper presented at the annual meeting of the National Association of Research in Science Teaching, New Orleans, Louisiana.
- Husman, J., Berg*, C., & Kim*, W. (2007, April). *Measuring Future Time Perspective in Postsecondary Education*. Poster presented at the annual meeting of the American Educational Research Association, Chicago, Illinois.
- Shell, D. F., & Husman, J. (2007, April). *Multilevel Influences of Students' Dispositions and Perceptions of Classroom Goal Structure on Their Motivated Strategic-Self Regulation in the College Classroom*. Poster

presented at the 2007 annual meeting of the American Educational Research Association, Chicago, IL.

- Duggan, M. A.* , & Husman, J. (2006, September). *Teachers as motivated learners: Understanding the connection between teachers' Future Time Perspective, goal orientation, and motivation for learning the teaching craft*. Paper presented at the 2006 bi-annual meeting of the International Conference on Motivation, Landau, Germany.
- Duggan, M.A.*, Lynch, C.S.*, Husman, J., & Shell, D.F. (2006, August). *A Validation study of the Student Perceptions of Classroom Knowledge-building Scale*. Paper presented at the 2006 Annual Convention of the American Psychological Association, New Orleans, LA.
- Hilpert, J,* Husman, J, Duggan, M. A.*, & Brem, S. (2006, April) *Reading to learn rather than to impress: Validating PALS for young readers*. Paper to be presented at the 2006 annual meeting of the American Educational Research Association, San Francisco, CA.
- Duggan, M. A.,* & Husman, J. (2006, April) *Teachers as Learners: An Examination of First Year Teachers' Achievement Goals and Future Time Perspective*. Paper to be presented at the 2006 annual meeting of the American Educational Research Association, San Francisco, CA.
- Husman, J, & Hilpert J.* (2006, April) *Guided Independent Reading: Student Motivation and Classroom Environment*. Paper presented at the 2006 annual meeting of the American Educational Research Association, San Francisco, CA.
- Husman, J, Niemczyk, Pennington, M., * & Wadsworth, L.* (2006, April) *"I Want to be a Pilot:" Understanding Achievement Motivation and Future Time Perspective In Career Contexts*. Paper presented at the 2006 annual meeting of the American Educational Research Association, San Francisco, CA.
- Brem, S. K., Duggan, M. A.* , Hilpert, J.* , & Husman, J. H. (2006, February). *Reading Renaissance and motivation: Assessment doesn't have to hurt*. National Renaissance Learning Conference. Nashville, TN.
- Duggan*, M.A. & Husman, J. (2005, November). *Measuring the time bubble*. Paper presented at the Southwest Consortium for Innovations In Psychology In Education, Las Vegas, NV.
- Husman, J., Wadsworth, L.* Duggan, M.* , & Pennington, M.,* (2005, August) *Endogenous and exogenous instrumentality: How can we make sense of these constructs?* Paper presented at the 2005 bi-annual meeting of the European Association for Research on Learning and Instruction, Nicosia, Cyprus.
- Triplett,* C. K., Husman, J., & Hong, *J. Y. (2005, June). *Role Conflict and Engineering Career Choice*. Paper Presented at the 2005 American Society for Engineering Education Annual Conference & Exposition, Portland, Or.

- Wadsworth, L.*, Husman, J., & Moyer, P. A. (2005, April) *Me math and my future: the relationships between students' future goals, self-efficacy, and achievement*. Paper presented at the 2005 annual meeting of the American Educational Research Association, Montreal, Canada.
- Heermann, M. * & Husman, J. (2005, April). *Prosocial Behavior, Peer Acceptance, and Self-Efficacy: A Preliminary View of Mechanisms in Adventure Education*. 2005 Annual Meeting of the American Educational Research Association. Montréal, Quebec.
- Triplett,* C. K., Hong,* J., & Husman, J. Y. (2005, April). *Sex role stereotypes and career commitment: Comparing education and engineering students*. Paper Presented at paper to be presented at the 2005 Annual Meeting of the American Educational Research Association, Montréal, Quebec.
- Hong, J.* & Husman J. (2005, April) *Understanding college students' career goals: The relationship between endogenous instrumentality, self-discrepancy, and career commitment*. Paper to be presented at the 2005 annual meeting of the American Educational Research Association. Montréal, Quebec.
- Husman, J., Wadsworth, L.*, Hong, J.*, & Herrmann, M.* (2004, October). *"Is math useful for my future?" Examining the relationships between university students' future goals, effort, and achievement*. Paper presented at the 2004 bi-annual meeting of the International Conference on Motivation, Lisbon, Portugal.
- Husman, J. & Boekarts, M. (2004, August). *Kids thinking about and being motivated by the future: Exploring the cognitive and motivational processes involved in future time perspective*. Paper presented at the 28th International Congress of Psychology, Beijing, China.
- Rosiek, J. & Husman, J. (2004, April). *Emotional Scaffolding: Bringing Together Teachers' and Students' Hearts and Minds* Paper presented at the 2004 annual meeting of the American Educational Research Association, San Diego, CA.
- Middleton, J. & Husman, J. (2004, April). *The Role of Interest, Identity, and Social Functioning as Central*. Paper presented at the 2004 annual meeting of the American Educational Research Association, San Diego, CA.
- Brem, S., & Husman, J., (2004, May). *Assessment as Opportunity: Formative Assessment and Student Motivation* Paper presented at the 2004 annual meeting of the International Reading Association, Reno, NV.
- Husman, J. (2004, March). Discussant for the session: Telling Time: (Mis)Understanding the Relationship between Past, Present, and Future in Cosmological, Geological, and Biological Evolution. Session presented at the 2004 annual meeting of the National Association of Research on Science Teaching, Vancouver, BC.

Husman, J., Huff, B.*, & Wadsworth, L.* (2003, April). *Goals and Values: College students' search for value in their undergraduate educational experiences*. Paper presented at the 2003 annual meeting of the Society for Research in Child Development, Tampa, FL.

Husman, J. & Huff, B.* (2003, April). *Gender, Goals and FTP: Future Time Perspective and Gender's impact on students' motivation for achievement*. (2003, April). Poster presented at the 2003 annual meeting of the American Educational Research Association, Chicago, IL.

Moyer, P. & Husman, J. (2002, April). *Developing Identities: Motivating and supporting pre-service teachers*. Poster presented at the 2002 annual meeting of the American Educational Research Association, New Orleans, LA.

Presentations 1992-2001

National and International Presentations

Husman, J., Smith, D. S.,* Shields, C.,* & Johnson, E.* (2001, August). *Do we need a future to value the present? Using Future Time Perspective to better understand college students' motivation to learn*. Paper presented at the 2001 annual meeting of the American Psychological Association, San Francisco, CA.

Husman, J., & Crowson, H. M.* (2001, April). *The effects of perceptions of instrumentality on enjoyment and intrinsic motivation: You can like what is good for you*. Poster session presented at the 2001 annual meeting of the American Educational Research Association, Seattle, WA.

Husman, J., (2001, April). *Future time perspective and self-regulation: Looking to the future to better understand the present*. Roundtable paper presented at the annual meeting of the American Educational Research Association, Seattle, WA.

Farmer, M.* & Husman, J. (2001, April). *Self-efficacy's role in African-Americans overcoming academic obstacles*. Roundtable paper presented at the annual meeting of the American Educational Research Association, Seattle, WA.

Husman, J., Crowson, H. M.,* & Derryberry, P.* (2000, August). *Instrumentality: An important motivational construct for education?* Poster session presented at the annual meeting of the American Psychological Association, Washington, D.C.

Husman, J., McCann, E.J., Turner, J. E., & Crowson, H. M.* (2000, May). *Emotional and motivational regulation and future time perspective: Making the models larger*. Paper presented at the 7th Workshop on Achievement and Task Motivation, Leuven, Belgium.

Husman, J. & Crowson, H. M.* (2000, May). *Instrumentality, task value, and intrinsic motivation: How can we make sense of these constructs?* Paper

- presented at the 7th Workshop on Achievement and Task Motivation, Leuven, Belgium.
- Husman, J., & Crowson*, H. M. (1999, October). *Effect of perceptions of instrumentality on pre-service teachers' achievement and strategy use in an educational psychology class*. Paper presented at the annual meeting of the American Association for Teaching and Curriculum, Orlando, FL.
- Husman, J., & Fleeman, B. (1999, April). *The effect of perceptions of instrumentality on intrinsic motivation*. Poster session presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Husman, J. & Wohlblatt, K. (1999, April). *What is instrumentality: A description of student perceptions of the utility of education*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Turner, G. M., Sweany, N. D., & Husman, J. (1998, August). *Developing the computer interface literacy measure (CILM)*. Poster session presented at the International Congress of Applied Psychology, San Francisco, CA.
- Husman, J. (1998, April). *Intrinsic motivation and future time perspective: A new piece of the motivational puzzle*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Gorin, J. S., Husman, J., & Turner, J. E. (1998, April). *The interaction of extrinsic and intrinsic motivation on college students' use of learning*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Turner, J. E., Gorin, J. S., Husman, J., McCann E. J., Achacoso, M. V., Do, S. L., Summers, J. J., Way, P. J., Wohlblatt, K. A., & Yerly, R. C. (1998, April). *Individual differences in students' academic motivation, self-regulation, emotional experiences, and general wellbeing*. Poster session presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Husman, J. & Gorin, J. S. (1998, April). *The effects of perceptions of instrumentality on intrinsic motivation*. Paper presented at the 6th Workshop on Achievement and Task Motivation, Thessaloniki, Greece.
- Husman, J., & Shell, D. F. (1997, March). *The dimensionality of the relations between motivation, affect and strategic self-regulation in the college classroom*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Hammon, D., Shell, D. F., Droesch, D. M., Husman, J., & Handwerk, M. (1997, March). *Examining the real-time effects of reading strategy training*. Poster presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Weinstein, C. E., Hanson, G., Powdrill, L. A., Roska, L. A., Dierking, D., Husman, J., & McCann, E. (1997, March). *The design and evaluation of a course*

in strategic learning. Paper presented at the annual meeting of the National Association of Developmental Education, Denver, CO.

- Husman, J., Shell, D. F., & Just, H. (1996, August). *The inherent time perspective in goal orientation and strategy use*. Poster presented at the annual meeting of the American Psychological Research Association, Toronto, Canada.
- Husman, J., & Shell, D. F. (1996, August). *Beliefs and perceptions about the future: A conceptualization and measurement of future time perspective*. Paper presented at the XXVI International Congress of Psychology, Montreal, Canada.
- Shell, D. F., Turner, J. E., Husman, J., Droesch-Cliffel, D., Nath, I., & Wall, N. (1996, April). *Effects of collaborative, computer-supported, knowledge-building communities in high school students' knowledge building and intentional learning*. Poster presented at the annual meeting of the American Educational Research Association, New York, NY.
- Shell, D. F., Husman, J. E., Droesch, D. M., Hamman, D. D., Park, Y., & Handwerk, M. (1995, December). *Being motivated to write: Influences of motivational beliefs on writers during writing cognition*. Paper presented at the National Reading Conference, New Orleans, LA.
- Resta, P. E., Shell, D. F., Husman, J. E., Droesch, D. M., Nath, I., Wall, N., & Turner, J. (1995, October). *Project CIRCLE: Innovative strategies for training and supporting teachers in the use of computer-based tools for collaborative learning*. Paper presented at the Computer Support for Collaborative Learning 95 Conference, Bloomington, IN.
- Husman, J., Droesch, D., Shell, D. F., & Hamman, D. (1995, April). *The routine process of writing: Three fundamental cognitive mechanisms in writing performance*. Poster session presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Hamman, D. D., Shell, D. F., Droesch, D. M., Husman, J., Handwerk, M., Yehsoon, P., & Oppenheim, N. (1995, April). *Middle school readers' on-line cognitive processes: Influence of subject-matter knowledge and interest during learning*. Poster session presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Shell, D. F., Hamman, D., Husman, J., Droesch, D., Mouyer, A., Maguire, M., & Handwerk, M. (1994, April). *Thinking about reading and studying: Motivational influences on strategic and metacognitive processes during reading*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Teaching & Professional Development

i. Selected Classes Taught (full list available on request)

Emerging Adulthood

Introduction to ASU (ASU 101)

Human Development

Fostering Autonomy in the Classroom

Motivation and Student Learning

At ASU, I have chaired 6 Ph.D.s and 6 Master's to completion. I am currently mentoring 6 Ph.D. students, and provide design and statistical consultation to many students, both informally and formally, through our Learning Science Colloquium and Learning Sciences Lab.

Through NSF Research Experience Undergraduate grants, I have mentored seven undergraduates.

ii. Faculty Workshops

- a. Consultant Freshman Teaching Academy, Fall 2009. (Lead: James Collofello). *Provided professional development opportunities for members of the Teaching Academy.*
- b. Workshop leader, Fall 2009, Workshop on changing student motivations and attitudes in the geosciences. Science Education Resource Center. Mesa Community College. Mesa, AZ.
- c. Workshop leader, Fall 2008, The role of metacognition in teaching geoscience. Science Education Resource Center. Carleton College, Northfield, MN.
- d. Workshop participant, Winter 2007, Motivation and attitudes: The role of the affective domain in geoscience learning. Science Education Resource Center. Carleton College, Northfield, MN.
- e. Workshop facilitator, Spring 2006. "Motivating students to learn." Gateway Community College Faculty In-Service. Phoenix, AZ.

iii. Teaching Interventions.

- a. Increasing the Utility of Introductory Calculus for First-year Engineering Students. Fall 2009-Spring 2010. Arizona State University. *A five-minute intervention using video clips of older students explaining how calculus is useful to them in their later courses improves students' perceptions of the utility of the material, even after time has passed.*
- b. Teaching Photovoltaics. As part of my work with the Quantum Energy and Sustainable Solar Technology (QESST) Engineering Research Center, during the Fall 2011 and Spring 2012 I consulted with faculty from electrical engineering on their introduction to Photovoltaics course. As part of my consultation I have mentored both faculty and graduate TAs on teaching techniques, assessment, and project development.
- c. IGERT class development. As part of my work on the IGERT training grant Solar Utilization Network (SUN IGERT), I collaborated with faculty from chemistry, sustainability, and engineering to develop a signature course for our first cohort of IGERT students. I worked with faculty on developing interactive teaching techniques, transdisciplinary skill development, and assessment. In addition to developing the course, I also lead several of the signature events.

iv. Research Experience for Undergraduate

- a. REU summer experience. As part of my work with the QESST ERC I worked with engineering faculty to develop and run a five week intensive research experience for undergraduates. This program recruited 21 students to participate in a 40 hour per week five week experience focused on learning to make silicon solar cells, and conducting research on the optimization of cell fabrication. I was the leader of the event, coordinating faculty mentors, graduate mentors, and staff. I worked with the mentors on their mentorship skills, established the curriculum, and the work products for the event.
- b. Through an REU – for veterans supplement to the QESST ERC I secured, I supervise three undergraduate students during the academic school year. As part of this supervision I work with the REU students on development of engineering educational research questions, instructional and communication skills.

Quality of Service to the Profession, the University, and community

i. Division

1. Committees

T. Denny Sanford School of Social and Family Dynamics

Graduate Committee member – Child and Family Development 2010-present

Mary Lou Fulton College of Education – Educational Psychology Program

Educational Psychology Program Leader 2009-2010

FERP Review Committee 2007

Awards Committee 2006-2007

Ad Hoc Committee to Develop Undergraduate Educational Psychology Major, Division of Psychology in Education. Fall, 2002. *Developed specifications for an undergraduate major that was delivered to the division faculty January 2003.*

Developed admissions procedures and served on the admissions committee. 2002-2010

ii. College

Committees

Member College Conceptualizing group of the *Taskforce for Revisioning Teacher Education* Fall, 2008.

Member College Counsel. Fall, 2008.

Chair, Allocations of Resources committee 2007-2008

Member Allocations of Resources committee 2006-2007.

Faculty Search Committee, Mathematics Education, Division of Curriculum and Instruction. 2004-2005.

Member College Counsel. 2003-2006.

Member Committee on the Carnegie Initiative on the Doctorate (Science Education). 2003-2004.

Faculty Search Committee, Science Education, Division of Curriculum and Instruction. 2002-2004.

Affirmative Action Representative, Arizona State University, Tempe, AZ. 2003-2005.

iii. University

SUN IGERT program admission committee – 2012-2015.

Member General Studies Committee: Social and Behavioral Sciences. 2004-2007

v. Conference Participation

Husman, J., (2013, June). Moderator; American Society for Engineering Education annual meeting in Atlanta, GA.

Husman, J. (2013, August). Discussant; The 15th Biennial conference of the European Association for Research on Learning and Instruction, Munich Germany.

Husman, J. (2012, September). Discussant; International Conference on Time Perspective, Coimbra, Portugal.

Husman, J. (2012, September). Session organizer; International Conference on Time Perspective, Coimbra, Portugal.

Husman, J. (2012, August) Discussant; International Conference on Motivation, Frankfurt, Germany.

Husman J. (2010, August) Chair: American Psychological Association meeting San Diego, CA.

Husman, J. (2007, August) Discussant; Bi-Annual meeting of the European Association for Research on Learning and Instruction, Budapest, Hungary.

Husman J. (2007, April) Discussant; Annual meeting of the American Educational Research Association, Chicago, IL.

Husman J. (2006, September). Discussant; Bi-Annual meeting of the International Conference on Motivation, Landau, Germany.

Husman, J. (2004, March) Discussant; Annual meeting of the National Association for Research on Science Teaching.

Husman J. (2003, April). (Session Chair) *Effects of time perspective on student motivation: Current theory, international research and application.* Session presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Husman J. (2001, August). (Session Chair) *Exploring the Importance of Future in Models of Academic Motivation*. Session presented at the annual meeting of the American Psychological Association, San Francisco, CA.

v. Professional Participation

1. Committee Chairs

- 2011-2014 Scientific Program co-chair: International Conference on Motivation
- 2011-2014 Chair Small Workshop Proposal Review committee: Division 15 of the American Psychological Association. *I developed a new program within Div. 15 – an annual Request for Proposals for small workshops and meetings of Div. members. I constituted a committee, established a review and dissemination procedures.*
- 2005 Program Chair: Inaugural Meeting Southwestern Consortium for Innovative Psychology in Education
- 2004-2005 American Educational Research Association: Program Co-Chair Division C, Section 6
- 2002-2006 American Psychological Association: Division 15 Historian. *I served as advisor to the division president. The historian provides continuity across presidents concerning the policies and practices of the division.*

2. Committee Memberships

- Spring, 2014 Review Panel; National Science Foundation
- Fall, 2012 Review Panel; National Science Foundation
- 2012 Scientific Committee: International Conference on Time Perspective
- 2011-2013 Advisory Board NSF funded project PI: K. van der Hoven Kraft.
- 2011-2016 Advisory Board NSF funded project PI: Lisa Benson
- 2011-2016 Advisory Board NSF funded project PI: Sandra Simpkins
- 2009-2012 Advisory Board NSF funded project PI: Judith Harackiewicz & Janet Hyde
- Winter 2011 Review Panel; National Science Foundation
- Spring 2008 Review Panel; National Science Foundation
- 2011-2014 American Educational Research Association Motivation in Education Special Interest Group Standing Review Board. *Motivation is one of the largest SIG sections in AERA, to support the work of the section chairs a standing committee of trusted knowledgeable reviews was established.*

2007-2010 American Educational Research Association Division C Section 6 Standing Review Board

This is a new entity, established at the request of Division C, to facilitate the review process. C6 is one of the largest sections (346 proposals in 2007) in AERA, to support the work of the section chairs a standing committee of trusted knowledgeable reviews was established. There are 19 members.

Spring 2007 Review Panel; National Science Foundation

2000-2003 Ad Hoc Committee on International Scholarship, Division 15 of the American Psychological Association. *I assisted with the development of projects to create links between the psychological and educational research associations in Europe and the Association.*

2001-present Annual National Graduate Student Seminar, Division 15 of the American Psychological Association. *After my term ended as chair, I remained on the committee to assist the new chairs and continue to guide the program.*

1999-2001 Nominations Committee, Division 15, American Psychological Association. *We nominated individuals for awards and committee placements with in the Division*

3. Leadership Positions (Elected)

2009-2013 Co-Coordinator: Motivation Special Interest Group of the European Association for Research on Learning and Instruction; Elected.

2009-2011 Secretary: Southwestern Consortium for Innovative Psychology in Education; Elected

2006-2009 Member At-Large American Psychological Association, Division 15 Educational Psychology; Elected

2007-2009 Past-president: Southwestern Consortium for Innovative Psychology in Education

2004-2007 Founding President: Southwestern Consortium for Innovative Psychology in Education, Elected

4. Editorial Positions

2013-present Assistant Editor: Journal of Engineering Education

2010-present Member of Editorial Board: *Learning and Instruction*

2006-2013 Member of Editorial Board: *Teachers College Record*

2005 Review Board: *Child Development*

2004-2009 Member of Editorial Board: *Journal of Educational Psychology*

2000-2008 Consulting Editor: *Journal of Experimental Education*
2004 Guest Editor: Educational Psychology Review
2003-2006 Member of Editorial Board: *Journal or Research on Science Teaching*
2003-2006 Member of Editorial Board: *Contemporary Educational Psychology*

Ad hoc Reviewer:

Developmental Psychology

Educational Psychologist

Educational Psychology Review

European Journal of Educational Psychology

Journal of School Psychology

Learning and Instruction

Sex Roles

American Educational Research Association, Motivation in Education SIG

American Psychological Association, Division 15

MASUMI IIDA
CURRICULUM VITAE

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Arizona State University
Tempe, Arizona, 85287-3701
U.S.A.

Office Phone: 1(480) 965-3097
Fax: 1(480) 965-6779
E-mail: Masumi.Iida@asu.edu

Education:

New York University, Ph.D. in Psychology, September 2007
Social and Organizational Psychology Program
Minor in Quantitative Psychology
Advisors: Professors Patrick E. Shrout and Niall Bolger
Dissertation Title: Modeling Support Provision in Close Relationships

Bryn Mawr College, B.A. in Psychology and Mathematics with Honors, May 2000

Professional Appointments:

2012 - Arizona State University
Assistant Professor, T. Denny Sanford School of Social and Family Dynamics

2010 - 2012 Arizona State University
Assistant Professor, School of Social and Family Dynamics

2007 – 2010 Kent State University
Postdoctoral Research Fellow, Department of Psychology

2006 New York University
Instructor, Department of Psychology

Publications:

Peer-Reviewed Journal Articles

In my field, the order of the authorship is determined by the contribution to the manuscript. My contribution to each paper is represented as a percentage following the citation. The impact factors (IF) was calculated using ISI Web of Knowledge, and the ranking was taken from the journal website.

*denotes student/post doc authors.

11. Stephens, M. A. P., Franks, M. M., & Rook, K. S., **Iida, M.**, Hemphill, R. A. & Salem, J. K. (2013). Spouses' attempts to regulate day-to-day dietary adherence among patients with type 2 diabetes. *Health Psychology, 32*, 1029-1037. **35%; IF: 3.832; 12/114 in Clinical Psychology**

10. **Iida, M.**, Stephens, M. A. P., Franks, M. M., & Rook, K. S. (2013). Daily symptoms, distress and interaction quality among couples coping with type 2 diabetes. *Journal of Social and Personal Relationships*, 30, 293-300. **80%; IF: 1.131; 23/72 in Communication; 37/60 in Social Psychology**
9. Johnson, K. L., **Iida, M.**, & Tassinary, L. G. (2012). Person (Mis)Perception: Functionally biased sex categorization of bodies. *Proceedings of the Royal Society of London: Biological Sciences*, 279, 4982 – 4989. **25%; IF: 5.832**
8. Stephens, M. A. P., Rook, K. S., Franks, M. M., Khan, C. M., & **Iida, M.** (2010). Spouses use of social control to improve diabetic patients' dietary adherence. *Families, Systems and Health*, 28, 199-208. **10%; IF:1.735; 43/136 in Public, Environmental and Occupational Health**
7. **Iida, M.**, Stephens, M. A. P., Rook, K. S., Franks, M. M., & Salem, J. K. (2010). When the going gets tough, does support get going? Determinants of support provision from spouses of Type 2 diabetic patients. *Personality and Social Psychology Bulletin*, 36, 780-791. **80%; IF: 2.383; 11/60 in Social Psychology**
6. Zaider, T. I., Heimberg, R. G., & **Iida, M.** (2010). Anxiety disorders and intimate relationships: A study of daily processes in couples. *Journal of Abnormal Psychology*, 119, 163-173. **20%; IF: 4.646; 7/126 in Multidisciplinary Psychology**
5. Khan, C. M., **Iida, M.**, Stephens, M. A. P., Fekete, E. M., Druley, J. A., & Greene, K. A. (2009). Spousal support following knee surgery: The roles of self-efficacy and perceived emotional responsiveness. *Rehabilitation Psychology*, 54, 28-32. **25%; IF: 1.674; 11/66 in Rehabilitation**
4. Gleason, M. E. J., **Iida, M.**, Shrout, P. E., & Bolger, N. (2008). Is receiving support a mixed blessing? Evidence for dual effects of support on psychological outcomes. *Journal of Personality and Social Psychology*, 94, 824-838. **30%; IF: 4.877; 3/60 in Social Psychology**
3. **Iida, M.**, Seidman, G., Shrout, P. E., Fujita, K., & Bolger, N. (2008). Modeling support provision in intimate relationships. *Journal of Personality and Social Psychology*, 94, 460-478. **70%; IF: 4.877; 3/60 in Social Psychology**
2. Cranford, J. A., Shrout, P. E., **Iida, M.**, Rafaeli, E., Yip, T., & Bolger, N. (2006). A procedure for evaluating sensitivity to within-person change: Can mood measures in diary studies detect change reliably? *Personality and Social Psychology Bulletin*, 32, 917-929. **20%; IF: 2.383; 11/60 in Social Psychology**
1. Gleason, M. E. J., **Iida, M.**, Bolger, N., & Shrout, P.E. (2003). Daily supportive equity in close relationships. *Personality and Social Psychology Bulletin*, 29, 1036-1045. **30%; IF: 2.383; 11/60 in Social Psychology**

Book Chapters

5. Gleason, M. E. J., & **Iida, M.** (2014). Social support. In M. Mikulincer, P. R. Shaver, J. Simpson & J. Dovidio (Eds.), *APA Handbook of Personality and Social Psychology, Vol. 3: Interpersonal Relations* (pp. 351-370). Washington, DC: American Psychological Association. **45%**
4. Johnson, K. L., & **Iida, M.** (2013). Person (mis)perception? On the biased representation of the human body. In K. L. Johnson & M. Shiffrar (Eds.), *People Watching: Social, Perceptual, and Neurophysiological Studies of Body Perception*. (pp. 203-219). Oxford University Press. **15%**
3. **Iida, M.**, Shrout, P. E., Laurenceau, J. P., & Bolger, N. (2012) Using diary methods in psychological research. In H. Cooper, P.M. Camic, D. L. Long, A. T., Panter, D. Rindskopf & K. J. Sher (Eds.), *APA Handbook of Research Methods in Psychology, Vol. 1: Foundations, Planning, Measures and Psychometrics* (pp. 277 – 305). Washington, DC: American Psychological Association. **75%**
2. Shrout, P. E., Bolger, N., **Iida, M.**, Burke, C. T., Gleason, M. E. J., & Lane, S. P. (2010). The effects of daily support transactions during acute stress: Results from a diary study of bar exam preparation. In K. Sullivan & J. Davila (Eds.), *Support Processes in Intimate Relationships*. (pp. 175-199). Oxford University Press. **20%**
1. Kang, N. J., Downey, G., **Iida, M.**, & Rodriguez, S. (2009). Rejection sensitivity: A model of how individual difference factors affect the experience of hurt feelings in conflict and support. In A. L. Vangelisti (Ed.), *Feeling Hurt in Close Relationships*. (pp. 73-91). New York: Cambridge University Press. **10%**

Invited Encyclopedia Entries

1. **Iida, M.** (Forthcoming). Dyadic Analysis. In S. K. Whitbourne (Ed.), *Encyclopedia of Adulthood and Aging*. Hoboken, NJ: Wiley & Sons, Inc. **100%**

Manuscripts under Review at Refereed Journals

- Armstrong, B. F., Kammrath, L., **Iida, M.**, & Suppes, A. Who you gonna call? Modeling support-selection decisions as a function of the psychological features of potential support providers. *Journal of Personality and Social Psychology*. **20%; IF: 4.877; 3/60 in Social Psychology**
- Bradley, R. H., *Pennar, A. L., & **Iida, M.** (resubmitted). Ebb and flow in parent-child interactions: Shifts from early through middle childhood. *Parenting: Science and Practice*. **20%; IF: 1.065; 53/65 in Developmental Psychology; 18/39 in Family Studies**
- Burke, C. T., & Iida, M. (under review). Modeling damped oscillations of psychological processes in short, sparse time series. *Psychological Methods*. **40%; IF: 5.708; 7/127 in Psychology – Multidisciplinary**
- Green, S. B., *Lai, K., Levy, R., *Reichenberg, R., *Xu, Y., *Yel, N., Thompson, M. S., Eggum-Wilkens, N. D., *Kunze, K. L., & **Iida, M.** (under review). Assessing model similarity in structural equation modeling. *Psychological Methods*. **5%; IF: 5.708; 7/127 in Psychology – Multidisciplinary**

Iida, M., Green-Rapaport, A. S., Gleason, M., Bolger, N., & Shrout, P. E. (under review). *Daily Coping Choices and the Influence of Daily Coping on Anxiety under Examination Stress: A Model of Interindividual Differences in Intraindividual Change*. *Personality and Social Psychology Bulletin*. **80%; IF: 2.383; 11/60 in Social Psychology**

Manuscripts in Progress

*DiDonato, Matthew D., Martin, Carol L., **Iida, M.**, Hanish, L. D., & Fabes, R. *Mixed-Sex Interactions During a Science Task: Working with Boys Improves Girls' Science-Related Self-Perceptions*.

*Ha, T., van Roekel, E., **Iida, M.**, Engels, R. C. M. E & Kuntzche, E. *Emotional reactivity and recovery to negative peer experiences in adolescents' daily life: The moderating role of depressive symptoms*.

Shrout, P. E., Bolger, N., Stadler, T., Lane, S., **Iida, M.**, Gleason, M. E. J., Xu, M., Jackson, G., Clavel, F., Craw, J. Initial responses versus follow-up responses in surveys: why are there differences?

All Sponsored Research Activity:

Grant Proposal under Review

Johnson, M. (PI), Shaibi, G. (Co-PI), Bruening, M. (Co-PI), Henry, H. (Co-I), Koontz, K. (Co-I) & **Iida, M. (Co-I, 10%)**. *Alien Health: An Embodied Nutrition Instruction Exergame*. Grant Submitted to the Small Business Innovation Research.

Other Research Grant Activity

(Reverse chronological order)

White, R. M. B. (PI), Simpkins, S., (Co-I), & **Iida, M. (Co-I, 15%)**. *Neighborhood Ethnic Context and Mexican American Youth Health-Related Outcomes*. R03 resubmitted to the National Institutes of Child Health and Human Development on November 2013. Scored.

Agadjanian, V. (PI), Hayford, S. (Co-I), **Iida, M. (Co-I, 5%)**, Menjívar, C. (Co-I), & Yabiku, S. (Co-I). *Overcoming Barriers to Effective Family Planning for HIV-Affected Couples*. R01 submitted to the National Institute of Health on November 2012. Scored.

Zosuls, K. (PI); Martin, C. (Co-I), Rubles, D. (Co-I), **Iida, M. (Co-I, 10%)**. *Gender in Classrooms: Children's Same-Gender and Mixed-Gender Group Interaction in Math and Language Arts*. Grant submitted to the William T. Grant Foundation in Spring of 2012.

Shapiro, A. F. (PI), **Iida, M. (Co-PI, 40%)**, Varrelli, B. (Co-I). *Couples in Transition to Pregnancy: Examining Gene and Environment Effects on IVF*. Grant (R21) submitted to the National Institute of Health on June 2011. Unscored.

Orom, H. (PI), & **Iida, M. (Co-I, 30%)**. *Communication Strategies to Improve Self-Management for Asbestos-Related Disease*. Grant (R01) submitted to the National Institute of Health on April 2010. Unscored.

Teaching and Mentorship:**Courses Taught at ASU****Graduate Courses:**

Analysis for Small Group Data (FAS 598; CDE 598)

This is a specialty graduate level course that I developed and taught. This course covers special statistical technique, called dyadic data analyses, for data that violate the assumption of independence of residuals. The format of the class is primarily lectures, but includes several computer lab sessions. One of the requirements for the course is a student-initiated project using the analytic technique taught in this class.

Regression Models for Multilevel & Non-Normal Data (FAS 598)

This is a second specialty graduate level course that I developed and taught. This course is a requirement for “Measurement and Statistical Analysis” specialization. This course covers techniques for modeling clustered data and non-normal data. The format of the class is primarily lectures, but includes several computer lab sessions. One of the requirements for the course is a student-initiated project using the analytic technique taught in this class.

Undergraduate Courses:

Social Statistics (SOC 390)

This is a required course for *Family and Human Development* and *Sociology* majors. This course covers the basic data analysis concepts and procedures used by researchers in the social sciences. The format of the class is primarily lectures, but includes several computer lab sessions using SPSS.

Mentorship at ASU**Graduate Mentoring – Doctoral Level***Dissertation Committee Member*

- | | |
|--|---------------|
| 5. Sue Annie Rodriguez, Family & Human Development (proposed October 2014) | |
| 4. Hae Sung Im, Curriculum & Instruction (proposed September 2013) | |
| 3. Shantel Meek, Family & Human Development | November 2013 |
| 2. Sherri Gosney, Family & Human Development (proposed April 2012) | |
| 1. Carly Slutzky, Family & Human Development | November 2011 |

Comprehensive Exam Committee Member

- | | |
|--|----------------|
| 5. Amy Pennar, Family & Human Development (proposal planned for Spring 2015) | |
| 4. Diamond Bravo, Family & Human Development | December 2014 |
| 3. Katherine Cheng, Family & Human Development | September 2014 |
| 2. Hae Sung Im, Curriculum & Instruction | September 2013 |
| 1. Sue Annie Rodriguez, Family & Human Development | September 2013 |

Mentorship at ASU (Cont'd)

Graduate Mentoring – Master's Level

Master's Thesis Committee Co-Chair

1. Annalise Ford, Family & Human Development April 2014

Master's Thesis Committee Member

1. Cami Porter, Family & Human Development April 2014

External Reviewer for Master's Thesis

1. Benjamin F. Armstrong, MS in Psychology, Wake Forest University May 2013

Undergraduate Mentoring

Honors Thesis Committee

2. Jessica Lebowitz, Undergraduate Student in Barrett, The Honors College Aug 2012

1. Chelsea Larmore, Undergraduate Student in Barrett, The Honors College May 2012

Professional Service:

Ad Hoc Reviewer:

Annals of Behavioral Medicine

BMC Psychiatry

Child Development

International Journal of Behavioral Development (2 reviews)

Journal of Cross-Cultural Psychology

Journal of Family Issues

Journal of Gerontology: Psychological Sciences

Journal of Marriage and Family

Journal of Personality

Journal of Personality and Social Psychology

Journal of Social and Personal Relationships (4 reviews)

Personality and Social Psychological Bulletin (6 reviews)

Personal Relationships (8 reviews)

Social Psychological and Personality Science (4 reviews)

Conference Abstract Reviewer:

International Association of Relationship Research 2012 Biennial Meeting Abstracts

Professional Service (Cont'd):**University Service:**

Personnel Committee, Fall 2013 – Present

We reviewed 11 sabbatical requests, and 37 faculty files for annual evaluation.

University Service (Cont'd):

Search Committee for Longitudinal Methods Position, Spring 2012

We reviewed 26 application materials, and interviewed 2 candidates for the position.

Graduate Committee, Fall 2011 – Spring 2012

We revised the graduate student handbook and MA and PhD graduate course guidelines. We also reviewed 40+ graduate student applications, and met with candidates in person to make accept/reject decision.

Awards:

MacCracken Fellowship, NYU, 2002-2007

A fellowship awarded from NYU that provides full funding for doctoral candidates.

Campbell Travel Award, April 2006

Society of Multivariate Experimental Psychology Workshop Travel Award, May 2006

Society of Multivariate Experimental Psychology Workshop Travel Award, July 2002

Special Training/Workshops:

- Bayesian Analysis Using *Mplus* Workshop with Bengt Muthén and Tihomir Asparouhov, University of Connecticut, Storrs, CT, May 2011
- Hierarchical Data Modeling with HLM 6 with Stephen W. Raudenbush and Anthony S. Bryk, University of Chicago, September 2008
- MCMC Methods for Latent Variable Modeling with Hedibert Freitas Lopes, International Meeting of Psychometric Society Workshop, July 2007
- Notre Dame Series on Quantitative Methodology: Methods for Child & Adolescent Development and Family Processes, University of Notre Dame, May 2006
- University of Michigan Research Center for Group Dynamics Summer Workshop in Experimental Methodology: Social Relations Model: Understanding Dyadic Processes with David A. Kenny, July 2002
- SAS Programming II: Manipulating Data with the DATA step, SAS Institute, June 2002

Invited Workshops:

- NCI Summer Institute in Social/Personality Psychology and Health, Rockville, MD, July 2009
- Summer Institute in Social Psychology, University of Colorado, July 2003

Conference Presentations:

*denotes student/post doc authors.

- Iida, M.**, *Ford, A. C., & Shapiro, A. F. (2015, February). The role of mindfulness in intimate relationships: A daily diary study of cohabiting couples. Paper to be presented at the 2015 SPSP conference in Long Beach, California.
- Green, S. B., *Lai, K., Levy, R., *Xu, Y., *Yel, N., Thompson, M. S., Eggum-Wilkens, N., *Kunze, K., **Iida, M.**, & *Reichenberg, R. (2014, April). Assessing model similarity in structural equation modeling. Talk given at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- *Ford, A. C., Shapiro, A. F. & **Iida, M.** (2013, April). Associations of Health and Marital Satisfaction over the Transition to Parenthood. Poster presented at the Society for Research in Child Development Biennial Meeting, Seattle, Washington.
- Bradley, R. H., *Pennar, A. L., & **Iida, M.** (2013, April). Examining developmental shifts in parent-child interactions from early through middle childhood. Talk given at the Society for Research in Child Development Biennial Meeting, Seattle, Washington.
- Iida, M.**, *Pennar, A. L., & Bradley, R. H. (2013, April). Understanding the relation between mothers' characteristics and parenting behaviors across time. Talk given at the Society for Research in Child Development Biennial Meeting, Seattle, Washington.
- *Pennar, A. L., **Iida, M.**, & Bradley, R. H. (2013, April). Understanding the relation between fathers' characteristics and parenting behaviors across time. Talk given at the Society for Research in Child Development Biennial Meeting, Seattle, Washington.
- *Ford, A., Shapiro, A., & **Iida, M.** (2012). Associations of Health and Marital Satisfaction over the Transition to Parenthood. Talk given at National Council on Family Relations, 74th Conference, Phoenix, Arizona.
- Iida, M.**, Stephens, M. A. P., Franks, M., Rook, K. S., (2012). Chronic Stressor and Relationship Functioning: A Dyadic Diary Study of Older Married Couples Managing Type II Diabetes. Poster presented at the 2012 SPSP conference in San Diego, California.
- Yorgason, J. B., Franks, M., **Iida, M.**, Hemphill, R., Stephens, M. A. P., & Rook, K.S. (2010). Management of Diabetes in Later life Couples: Using Dyadic Data from Multiple "Bursts" or Waves of Daily Diaries to Explore Change across Time. Talk given at National Council on Family Relations, 72nd Conference, Minneapolis, Minnesota.
- Iida, M.**, Stephens, M. A. P., Franks, M., Rook, K. S., & Salem, J. K. (2010). A Dyadic Diary Study of Older Married Couples Managing Type II Diabetes: Spouses' Involvement and Relationship Quality. Talk at the International Association for Relationship Research Conference, Herzliya, Israel.
- Stadler, G., Bolger, N., Snyder, K., **Iida, M.** & Shrout, P. E. (2010). Self-Regulation in Everyday Life: The Influence of Person and Partner Characteristics. Talk at the International Association for Relationship Research Conference, Herzliya, Israel.

Conference Presentations (Cont'd):

- Iida, M.**, Stephens, M. A. P., Franks, M., Rook, K. S., & Salem, J. K. (2010). Effects of Spouses' Involvement on Daily Relationship Evaluations: The Case of Type 2 Diabetes. Talk given at the Society for Personality and Social Psychology Annual Meeting, Las Vegas, Nevada.
- Hemphill, R. C., **Iida, M.**, Stephens, M. A. P., Franks, M., Rook, K. S., & Salem, J. K. (2009). Spouses' perception of Diabetes and Involvements in Patients' Disease Management. Talk given at the Gerontological Society of America's Annual Meeting, Atlanta, Georgia.
- Hemphill, R., **Iida, M.**, Stephens, M. A. P., Rook, K. S., & Franks, M. F. (2009). Reactions to Spousal Control by Male and Female Diabetic Patients. Poster presented at the American Psychological Association Annual Meeting, Toronto, Canada.
- Stephens, M. A. P., **Iida, M.**, Rook, K. S., Franks, M., & Salem, J. K. (2008). Spousal support and management of type 2 diabetes. Talk given at the Gerontological Society of America's Annual Meeting, Harbor City, Maryland.
- Khan, C. M., **Iida, M.**, Stephens, M. A. P., Franks, M. M., Rook, K. S., & Salem, J. K. (2008). We Can Work it Out: Spouses' Involvement in Type 2 Diabetes Patients' Exercise Regimen. Talk given at the annual meeting of the Gerontological Society of America, National Harbor, Maryland.
- Burke, C. T., **Iida, M.**, Shrout, P. E., & Bolger, N. (2008). Feeling "loved" versus feeling "supported": Differential consequences for daily mood. Poster presented at the Society for Personality and Social Psychology Annual Meeting, Albuquerque, New Mexico.
- Iida, M.**, Stephens, M. A. P., Franks, M., Rook, K. S., & Salem, J. K. (2008). Determinants of support provision from spouses of Type 2 diabetic patients. Talk given at the International Congress of Psychology, Berlin, Germany.
- Bolger, N., **Iida, M.**, Stadler, G., Paprockia, C., & Shrout, P. E. (2008). Emotional transmission in couples under stress. Talk given at the International Congress of Psychology, Berlin, Germany.
- Burke, C. T., **Iida, M.**, Bolger, N., & Shrout, P. E. (2007). A dynamical model of support provision. Talk given at the meeting entitled "Close relationships and health: Developing an interactive approach to research and theory", Vancouver, British Columbia, Canada.
- Iida, M.**, Burke, C. T., Shrout, P. E., & Bolger, N. (2007). The Dynamics of Social Support Provision in Couples. Poster presented at the International Meeting of the Psychometric Society, Tokyo, Japan.
- Iida, M.**, Burke, C. T., Shrout, P. E., & Bolger, N. (2007). The Dynamics of Social Support Provision in Couples. Poster presented at the Society for Personality and Social Psychology Annual Meeting, Memphis, Tennessee.

Conference Presentations (Cont'd):

- Bolger, N., **Iida, M.**, Shrout, P. E., & Burke, C. (2006). The dynamics of social support provision in couples. Talk given at the Society of Multivariate Experimental Psychology, Lawrence, Kansas.
- Iida, M.**, Bolger, N., Shrout, P. E., & Burke, C. T. (2006). Understanding social support provision in couples: What we can learn from dynamic models. Talk given at the International Association of Relationship Research Biannual Conference, Crete, Greece.
- Iida, M.**, Seidman, G., Shrout, P. E., Bolger, N., & Fujita, K. (2006). "I'll be there --": Provision of emotional support by intimate partners on daily basis. Poster presented at the International Association of Relationship Research Biannual Conference, Crete, Greece.
- Goldstein, T., **Iida, M.**, & Johnson, K. L. (2006). Stomp! How lay theories affect group creativity. Poster presented at the Association for Psychological Science Annual Convention, New York.
- Iida, M.**, Seidman, G., Shrout, P. E., Bolger, N., & Fujita, K. (2006). "I'll be there --": Provision of emotional support by intimate partners on daily basis. Talk given at the Graduate Student Conference, New York.
- Iida, M.**, Seidman, G., Shrout, P. E., Bolger, N., & Fujita, K. (2006). "I'll be there --": Provision of emotional support by intimate partners on daily basis. Poster presented at the Society for Personality and Social Psychology Annual Meeting, Palm Springs, California.
- Shrout, P. E., & **Iida, M.** (2006). Models for dyadic reports on daily diaries. Talk given at the Society for Personality and Social Psychology Annual Meeting, Palm Springs, California.
- Bolger, N., **Iida, M.**, Shrout, P., Burke, C., & Seidman, G. (2005). Distress contagion in couples. Talk given at the Annual Conference of the European Health Psychology Society, Galway, Ireland.
- Bolger, N., Shrout, P., **Iida, M.**, Burke, C., & Green, A. (2005). Methodological issues in studying couples over time. Talk given at the Advances in Couples' Coping and Stress Research Conference, Milan, Italy.
- Bolger, N., **Iida, M.**, & Shrout, P. (2005). The dyad as a fundamental unit of analysis in studying relationships and health. Talk given at the Society for Personality and Social Psychology Annual Meeting, New Orleans, Louisiana.
- Gleason, M. E. J., Bolger, N., Shrout, P. E., & **Iida, M.** (2005). Deconstructing the differential effects of support receipt through the use of random effects analyses. Poster presented at the Society for Personality and Social Psychology Annual Meeting, New Orleans, Louisiana.
- Kang, J., **Iida, M.**, Downey, G., & Bolger, N. (2005). Rejection sensitivity moderates social support effects on anger. Poster presented at the Society for Personality and Social Psychology Annual Meeting, New Orleans, Louisiana.

Conference Presentations (Cont'd):

Iida, M., Bolger, N., & Shrout, P. E. (2004). Restoring equity in close relationships: Do people reciprocate support to restore equity? Poster presented at the Society for Personality and Social Psychology Annual Meeting, Austin, Texas.

Bolger, N., Thompson, A & **Iida, M.** (2003). Emotional contagion in couples under stress. Talk given at the Society for Personality and Social Psychology Annual Meeting, Los Angeles, California.

Gleason, M. E. J., **Iida, M.**, Bolger, N., & Shrout, P. E. (2002). Supportive equity in couples: Effects on mood and relationship intimacy. Poster presented at the Couples Coping with Stress, International Meeting, Boston College, Massachusetts.

Justin Jager

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Arizona State University
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EDUCATION

University of Michigan, Ann Arbor, MI **December, 2007**
Ph.D., Developmental Psychology

University of Michigan, Ann Arbor, MI **May, 2004**
M.S., Developmental Psychology

Calvin College, Grand Rapids, MI **May, 1999**
B.A., Psychology
Second Major: Philosophy

RESEARCH INTERESTS

- Examining how person-context interactions inform developmental trajectories across adolescence and the transition to adulthood.
- Clarifying the patterns and long-term consequences of adolescent and early adulthood substance use, risky behavior, and mental health.
- Documenting, through the latent modeling of dyadic and triadic data, agreement and disagreement among family members regarding family functioning and family relationships.

POSITIONS HELD

- Assistant Professor, T. Denny Sanford School of Social and Family Dynamics, Arizona State University **2013 - Present**
- Intramural Research Training Award Post-doctoral Research Fellow, Child and Family Research Section, NICHD **2009 - 2013**
- Post-doctoral Research Fellow, University of Michigan Addiction Research Center **2008 - 2009**

PEER REVIEWED PUBLICATIONS

Jager, J., Yuen, C.X., Putnick, D.L., Hendricks, C., & Bornstein, M.H. (in press). Adolescent peer relationships, separation and detachment from parents, and internalizing and externalizing behaviors: Linkages and interactions. *Journal of Early Adolescence*. (IF = 1.686)

- Maslowsky, J., **Jager, J.**, & Hemken, D. (in press). Interpreting latent variable interactions: Applications and extensions of the latent moderated structural equations method. *International Journal of Behavioral Development*. (IF = 1.495)
- Jager, J.**, Yuen, C.X., Bornstein, M.H., Putnick, D.L., & Hendricks, C. (2014). The relations of family members' unique and shared perspectives of family dysfunction to dyad adjustment. *Journal of Family Psychology*, 38(3), 407-414. (IF = 1.577)
- De Pisapia, N., Serra, M., Rigo, P., **Jager, J.**, Papinutto, N., Esposito, G., Venuti, P., & Bornstein, M. H. (2014). Interpersonal competence in young adulthood and right laterality in white matter. *Journal of Cognitive Neuroscience*, 26(6), 1257-1265. (IF = 4.687)
- Davis-Kean, P. E., & **Jager, J.** (2014). Trajectories of achievement within race/ethnicity: “Catching up” in achievement across time. *Journal of Educational Research*, 107, 197-208. (IF = 1.282)
- Bornstein, M. H., **Jager J.**, & Putnick, D. L. (2013). Sampling in developmental science: Shortcomings and solutions. *Developmental Review*, 33(4), 357-370. [Authorship in alphabetical order; all authors contributed equally] (IF = 3.320)
- Jager, J.**, Schulenberg, J. E., O’Malley, P. M., & Bachman, J. G. (2013). Historical variation in drug use trajectories across the transition to adulthood: The trend towards lower intercepts and steeper, ascending slopes. *Development and Psychopathology*, 25(2), 527-543. (IF = 4.926)
- Jager, J.**, Bornstein, M. H., Putnick, D. L., & Hendricks, C. (2012). Family members’ unique-perspectives of the family: Examining their scope, size, and relations to individual adjustment. *Journal of Family Psychology*, 26(3), 400-410. (IF = 1.577)
- Maggs, J. L., **Jager, J.** Patrick, M. E., & Schulenberg, J. E. (2012). Social role patterning in the USA: Adolescent predictors and concurrent well-being across four distinct configurations. *International Journal of Longitudinal Life Course Studies*, 3(2), 190-210.
- Schoon, I., Chen, M., Kneale, D., & **Jager, J.** (2012). Becoming adults in Britain: What is a successful transition? Changing transition experiences and associated levels of wellbeing. *International Journal of Longitudinal Life Course Studies*, 3(2), 173-189.
- Fiori, K. L., & **Jager, J.** (2012). Social support networks and well-being across the lifespan: A longitudinal, pattern-centered approach. *International Journal of Behavioral Development*, 36(2), 117-129. (IF = 1.495)
- Jager, J.** (2011). Convergence and non-convergence in the quality of adolescent relationships and its association with adolescent adjustment and young adult relationship quality. *International Journal of Behavioral Development*, 35(6), 457-469. (IF = 1.495)

Jager, J. (2011). A developmental shift in Black-White differences in depressive affect across adolescence and early adulthood: The influence of early adult social roles and socioeconomic status. *International Journal of Behavioral Development*, 35(5), 457-469. (IF = 1.495)

Jager, J., & Davis-Kean, P. E. (2011). Same-sex sexuality and adolescent psychological well-being: The influence of sexual orientation, early reports of same-sex attraction, and gender. *Self and Identity*, 10(4), 417-444. (IF = 1.396)

Davis-Kean, P. E., **Jager, J.**, & Collins, W. A. (2009). The self in action: An emerging link between self beliefs and behaviors in middle childhood. *Child Development Perspectives*, 3(3), 184-188. (IF = 2.602)

Davis-Kean, P. E., Huesmann, R., **Jager, J.**, Collins, A., Bates, J., & Lansford, J. (2008). Changes in the relation of beliefs and behaviors across development. *Child Development*, 79(5), 1257-1269. (IF = 4.235)

Merline, A., **Jager, J.**, & Schulenberg, J. (2008). Adolescent risk factors for adult alcohol use: Stability and change of predictive value across early and middle adulthood. *Addiction*, 103(Supplement 1), 84-99. (IF = 4.894)

BOOK CHAPTERS/TECHNICAL REPORTS

Bornstein, M. H., **Jager, J.**, & Steinberg, L. D. (2013). Adolescents, parents, friends/peers: A relationships model. In I. Weiner (Ed.), *Handbook of Psychology* (2nd ed.), R. M. Lerner, M. A. Easterbrooks, & J. Mistry (Eds.), Volume 6. *Developmental Psychology*. New York: Wiley.

Davis-Kean, P.E., **Jager, J.** (2012). The use of large-scale data sets for the study of developmental science. In B. Laursen, T. Little, & A. Card (Eds.), *Handbook of Developmental Research Methods*. New York, NY: Guilford Publications.

Jager, J., & Wertheimer, R. (2002). *Sexual Minority Youth's Representation Among Vulnerable Youth in Transition to Adulthood: Final Report*. Report completed for the Annie E. Casey Foundation. Washington, DC: Child Trends.

Hair, E., **Jager, J.**, & Garrett, S. (2002). *Helping Teens Develop Healthy Social Skills and Relationships: What the Research Shows about Navigating Adolescence, Research Brief*. Washington, DC: Child Trends.

Hair, E., **Jager, J.**, & Garrett, S. (2001). *Background for Community-level Work on Social Competency in Adolescence: Reviewing the Literature on Contributing Factors*. Report to Knight Foundation. Washington, DC: Child Trends.

Hair, E., **Jager, J.**, & Cochran, S. (2001). Parent-child relationships. In E. Hair, K. Moore, D. Hunter, and J. Kaye (Eds.), *Youth Development and Outcomes Compendium*, Washington, DC: Child Trends.

Wertheimer, R., **Jager, J.**, & Moore, K. A. (2000). State policy initiatives for reducing teen and adult nonmarital childbearing: Family planning to family caps. *New Federalism: Issues and Options for States, Series A, No. A-43*. Washington, DC: The Urban Institute.

MANUSCRIPTS UNDER REVIEW

Jager, J., Keyes, K. M., & Schulenberg, J. E. (under review). The changing transition to adulthood: Historical variation in binge drinking trajectories and its link to historical variation in social roles and minimum legal drinking age.

Keyes, K. M., **Jager, J.**, Hamilton, A., O'Malley, P. O., Miech, R., & Schulenberg, J. (under review). A new normal: national multi-cohort time trends in sensation seeking and the relation with problem behavior from 1976 to 2011.

Jager, J., Putnick, D. L., & Bornstein, M. H. (under review). More than just convenient: The scientific merits of homogeneous convenience samples.

Davis-Kean, P. E., & **Jager, J.** (under review). From small to big. Using large-scale data sets in developmental psychology.

MANUSCRIPTS IN PREPARATION

Jager, J., Reichenberg, R., Bornstein, M. H., & Putnick, D. L. (In preparation). The scientific merits of homogeneous convenience samples: A computer simulation.

Jager, J., Mahler, A., Yuen, C. X., Bornstein, M. H., & Lansford, J. (In preparation). Family dyad members' unique perspectives of parent-child dysfunction: Examining their scope and relations to future child adjustment

Jager, J., Schulenberg, J. E., Kloska, D. (In preparation). Does young adulthood matter? The contribution of young adult and adolescent heavy drinking to adult alcohol use disorders.

McCabe, S., **Jager, J.**, Kloska, D., & Schuenberg, J. E. (In preparation). Trajectories of nonmedical prescription drug use during the transition from adolescence to early adulthood

Davis-Kean, P. E., **Jager, J.**, & Maslowsky, J. (In preparation). Using large-scale secondary data to answer developmental questions.

Ayers, S., Kulis, S., & **Jager, J.** (In preparation). A Latent Class Analysis of Urban American Indian Youth's Substance Use

Ayers, S., Kulis, S., & **Jager, J.** (In preparation). Ecodevelopmental influences impacting urban American Indian youth

INVITED PRESENTATIONS

Jager, J. (2014). Large-scale secondary data analysis: Types of statistical knowledge. Presentation part of invited workshop, Society for Research on Child Development Developmental Methods Themed Meeting.

Jager, J. (2014). The changing transition to adulthood: Documenting and dissecting historical variation in substance use trajectories. *Pamela Turbeville Speaker Series*, Norton School of Family and Consumer Sciences, University of Arizona.

PRESENTATIONS

Jager, J., Yuen, C. X., Bornstein, M. H., Putnick, D. L., & Hendricks, C. (2013). Family members' unique perspectives of family dysfunction: Examining their relations to self- and joint-reported dyad adjustment. Paper presented at Society for Research on Child Development.

Jager, J., & Schulenberg, J. E. (2012). Historical variation in transition to adulthood substance use trajectories: Examining its scope and across-substance generalizability. Paper presented at Society for Research on Child Development Themed Meeting: Transitions from Adolescence to Adulthood.

Jager, J., Bornstein, M. H., Yuen, C. X., Putnick, D. L., & Hendricks, C. (2012). Relations of separation and detachment with adolescence maladjustment: Relationship quality with parents and peers as moderators. Poster presented at the Society for Research on Adolescence.

Jager, J., Bornstein, M. H., & Putnick, D. L. (2012). Navigating adolescence: Why parents still matter. Paper presented at the NICHD Exchange Series.

Jager, J., Bornstein, M. H., Putnick, D. L., & Hendricks, C. (2011). Similarity between adolescent-mother and adolescent-father conflict: The moderating influence of rater, child gender, and child age. Poster presented at the Society for Research on Child Development.

Maggs, J., **Jager, J.,** Patrick, M., & Schulenberg, J. E. (2010). Lives to come: Adolescent aspirations predict patterns of education, work, housing, partnerships, and parenthood. Paper presented at the Society for Research on Adolescence.

Jager, J., (2009). Heterogeneity in adolescent relationship patterns and its association with adolescent and early adulthood adjustment. Paper presented at the Society for Research on Child Development.

Jager, J., & Schulenberg, J. E. (2009). More than just shifts in demographics? Historical increases in early adulthood substance use and the moderating influence of living arrangements and life

pursuits. Paper presented at the National Institute of Alcohol Abuse and Alcoholism Trainee Workshop.

Jager, J., & Schulenberg, J. E. (2008). Predicting risky behavior during early adulthood: Pinpointing the critical distal, developmental periods and experiences. Paper presented at the International Congress of Psychology..

Jager, J., Schulenberg, J. E., & O'Malley, P. M. (2008). Heterogeneity in the conjoint growth of substance use and depressive affect during early adulthood: A person-centered approach using a national sample. Poster presented at the Research Society on Alcoholism.

Jager, J., Schulenberg, J. E., & O'Malley, P. M. (2008). The unique impact of adolescence and early adulthood experiences on adulthood outcomes: The moderating role of gender and college status. Invited paper presented at the Society for Prevention Research.

Jager, J., Schulenberg, J. E., Johnston, L., O'Malley, P. M., & Bachman, J. G. (2008). Prevalence and correlates of HIV/AIDS risk behaviors and HIV testing during early adulthood: Variation across age, gender, college status, same-sex sexuality, and relationship status. Poster presented at the Society for Prevention Research.

Jager, J., Schulenberg, J. E., & O'Malley, P. M. (2008). Does early adulthood matter too? The dual impact of adolescent and early adulthood experiences on adulthood adjustment. Paper presented at the Society for Research on Adolescence.

Davis-Kean, P. E., & **Jager, J. (2008).** Trajectories of achievement: Understanding the Profiles of achievement within race. Paper presented at the Society for Research on Educational Effectiveness.

Jager, J., & Eccles, J. (2007). Racial identity formation and changes in mental health among African American adolescents: The impact of sexual-minority status. Poster presented at the Society for Research on Child Development.

Jager, J. (2007). Heterogeneity in the functioning of sexual-minority adolescents: A person-centered approach using growth mixture modeling. Poster presented at the Society for Research on Child Development.

Jager, J., & Eccles, J. (2007). Race, gender, and the growth of mental health between early adolescence and early adulthood: A developmental approach to the impact and interaction of marginalized social statuses. Paper presented at Departmental Brown Bag for the Developmental Psychology department at the University of Michigan.

Schulenberg, J. E., **Jager, J., & O'Malley, P. M. (2006).** Substance use, antisocial behavior, and depressive affect: Their changing interrelations during the transition to adulthood. Paper presented at the Society for Research on Adolescence.

Jager, J. (2006). The impact of sexual-minority status on the growth of mental health during the transition into adulthood. Poster presented at the LIFE conference.

Jager, J. (2005). The dynamic nature of identification: The unifying effect of nested identities and the ramification of late identification. Paper presented at the Society for Research on Child Development.

GRANTS SUBMITTED AND FUNDED

Bridging the Moral Gap: Delineating the Effects of Moral Motivators on Moral Behavior **2014**
 PI **J. Jager**. John Templeton Foundation Project Grant
 Direct Cost: \$364,500, Submitted

Research Training in Drug Abuse/HIV Prevention. **2014**
 PI: L. Chassin; Faculty Affiliate: **J. Jager**. NIH Training Grant (T32)
 Direct Cost: \$1,872,875.00, Submitted

Collaborative for the Analysis of Pathways from Childhood to Adulthood. **2008 - 2012**
 PI: P. Davis-Kean; Research Investigator: **J. Jager**. NSF IRADS Grant.
 Direct Cost: \$1,638,007, Funded

A Prospective Study of the Nonmedical Use of Prescription Medications by Adolescents. **2009 - 2013**
 PI: C. Boyd; Research Investigator: **J. Jager**.
 NIH Research Project Grant (R01). Direct Cost: \$2,262,944.00, Funded.

Trajectories of Achievement: Understanding the Profiles of Achievement within Race. **2007 - 2009**
 PI: P. Davis-Kean; Co-PI: **J. Jager**. American Educational Research Association Small Research Grant. Direct Cost: \$34,642.00, Funded.

HONORS, AWARDS, AND FELLOWSHIPS

Postdoctoral Fellow, NIH Intramural Research Trainee Award	2009 - 2013
T32 Postdoctoral Fellow, NIAAA Training Grant	2007 - 2009
Daniel Katz Dissertation Fellow	2006 - 2007
Psychology Departmental Associate, University of Michigan	2006
Roger Brown Research Award Recipient	2005
Predocctoral Research Fellow. LIFE Program	2003 - 2006

DATA COLLECTION EXPERIENCE

Young adult/Age 23 Follow-Up of CFRS Longitudinal Study **2009 - Present**
 As part of an ongoing longitudinal study of children and their families, I independently developed, implemented, and managed a follow-up of the original sample of families when their children are 23 years old. All data collection took place online through a website that links with the NICHD database. These children (and their families) were already seen when they were 5, 20, and 48 months of age, and again when they were 10, 14 and 18 years old. Data concerning the major

developmental issues facing young adults and the parents of young adults were collected from the child, mother, and father (N ~ 225 families).

Examining Families across Generations

2009 - Present

Based on my own initiative and as an extension of the CFRS longitudinal study, I developed and currently manage a data collection on the spouse or significant other of the now young adult children of the CFRS longitudinal study. All data collection takes place online through a website that links with the NICHD database. As part of this collection I gather relationship-specific information from both the target child and his/her significant other, and gather individual-level information from both the target child and his/her significant other. When combined with data from the longitudinal study, these unique data enable myself and other researchers within CFRS to examine intergenerational stability in family processes as well as the factors that contribute to individual differences in that stability.

State Policy Initiatives for Reducing Teen and Adult Nonmarital Childbearing

1999 - 2000

While a research assistant at Child Trends, I worked with Dr. Wertheimer to ascertain each state's policies (or lack thereof) pertaining to preventing or reducing nonmarital childbearing among both teens and adults. I helped Dr. Wertheimer create the questionnaire, was responsible for creating the code book, and organized and stored the data. All data was collected through phone interviews. Initially I was the sole data collector, but later I supervised others collecting the data.

COMPLETED WORKSHOPS/TRAINING

Categorical Latent Variable Modeling in Mplus

November, 2008

Instructor: Bengt Muthen

APA Advanced Training Institute: Web-based data collection

July, 2007

Instructor: Ulf-Dietrich Reips

Growth Models with Time-Invariant and Time Varying Covariates

June, 2006

Instructor: Patrick Curran

PROFESSIONAL AFFILIATIONS

American Psychological Association
 Society for Research on Adolescence
 Society for Research in Child Development
 Research Society on Alcoholism

PROFESSIONAL SERVICE

Member, Finance Committee, Society for Research on Adolescence	2014
Reviewer, Society for Research on Child Development Biennial Meeting, Methods, History and Theory panel	2014
Reviewer, Society for Research on Child Development Themed Meeting: Developmental Methods	2014
Reviewer, Association for Psychological Science Annual Convention, Developmental panel	2013
Associate Editor, <i>Parenting: Science and Practice</i>	2015
Consulting Editor, <i>Developmental Psychology</i>	2010 - 2014
Ad Hoc reviewer for <i>Journal of Family Psychology</i>	2012 - 2014
Ad Hoc reviewer for <i>Journal of Research on Adolescence</i>	2004 - 2014
Ad Hoc reviewer for <i>Parenting: Science and Practice</i>	2009 - 2013
Ad Hoc reviewer for <i>International Journal of Behavioral Development</i>	2012 - 2013
Ad Hoc reviewer for <i>Aggression</i>	2009 - 2012
Ad Hoc reviewer for <i>Addiction</i>	2012
Ad Hoc reviewer for <i>Canadian Journal of Behavioral Science</i>	2012
Ad Hoc reviewer for <i>Developmental Psychology</i>	2005 - 2010
Ad Hoc reviewer for <i>Social Development</i>	2009 - 2010

TEACHING EXPERIENCE**Courses taught:**

Research Statistics, National Institutes of Health, Undergraduate	2011
CDE 312: Adolescence Development, undergraduate course, Arizona State University	2014
CDE 598: Patterned-Centered Analyses; graduate course; Arizona State University	2014

Workshops offered:

Applied Missing Data Analysis, University of Michigan	2008
Growth Curve Modeling and Growth Mixture Modeling, University of Michigan	2007
Using Secondary Data to Answer Your Developmental Questions, SRCD Themed meeting: Developmental Methods	2014

CURRICULUM VITA
Jennie Jacobs Kronenfeld

June, 2014

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DATE OF BIRTH: August 11, 1949

PLACE OF BIRTH: Hampton, Virginia

EDUCATION:

University of North Carolina Chapel Hill	B.A. Degree - 1971 Sociology & History
Brown University	M.A. Degree - 1973 Sociology
Brown University	Ph.D. Degree - 1976 Sociology

POSITIONS HELD:

2006-Present	Professor, Program in Sociology, School of Social and Family Dynamics (renamed T Denny Sanford School of Social and Family Dynamics, 2012), Arizona State University and Affiliated Professor, Women's Studies Program, Arizona State University
2004-2006	Interim Chair, Department of Sociology, Arizona State University
1999 - 2006	Professor, Department of Sociology, Arizona State University and Affiliated Professor, Women's Studies Program, Arizona State University and Clinical Professor, Arizona Program in Public Health, U. of Az Health Sciences Center
1990 - 1999	Professor, School of Health Administration and Policy, College of Business, Arizona State University and Affiliated Professor, Department of Sociology and

Women's Studies Program, Arizona State University and Clinical Professor,
Arizona Program in Public Health, U. of Az Health Sciences Center

- 1985 - 1990 Professor and Director of Doctoral Studies, Department of Health Administration, School of Public Health, and Adjunct Associate Professor, Department of Health Education, School of Public Health; Director, Health Surveys Laboratory, School of Public Health; and Adjunct Associate Professor, Department of Family and Preventive Medicine, School of Medicine, University of South Carolina
- 1985 Associate Professor, Department of Health Administration, School of Public Health, and Adjunct Associate Professor, Department of Health Education, School of Public Health and Adjunct Associate Professor, Department of Preventive Medicine and Community Health, School of Medicine, University of South Carolina
- 1990 Management Task Force, Carolina Healthstyle Project, University of South Carolina, Department of Health and Environmental Control, South Carolina and Division of Human Resource Management, South Carolina
- 1982 Visiting Faculty, Summer, Princeton University, NEH Fellowship
- 1980 Associate Professor, Department of Public Health, School of Medicine and School of Community and Allied Health, University of Alabama, Birmingham
- 1980 Scientist, Multi-purpose Arthritis Center, School of Medicine, University of Alabama in Birmingham
- 1980 Scientist, Diabetes Research and Training Center, School of Medicine, University of Alabama in Birmingham
- 1979 Assistant Professor, Department of Public Health, School of Medicine and School of Community and Allied Health, University of Alabama in Birmingham
- 1975 - 1980 Assistant Professor, Sociology Department, University of Alabama in Birmingham
- Summer Research Associate, National Center for Health Services Research, Department of Health, Education and Welfare
- 1972 - 1973 Teaching Assistant, Brown University

MEMBERSHIP IN PROFESSIONAL & SCHOLARLY ORGANIZATIONS:

American Public Health Association
American Sociological Association
American Academy of Health Behavior (Fellow)
Pacific Sociological Society

Southern Sociological Society
Sociologists for Women in Society
Sigma Xi
The Gerontological Society of America
SWS in the South

HONORS & OTHER SPECIAL COMMENTS:

Phi Beta Kappa, University of North Carolina, Chapel Hill
Public Health Services Traineeship, September 1971 - June 1975
Undergraduate Sociology Award, June, 1971, University of North Carolina, Chapel Hill
Delta Phi Alpha (German Honorary), University of North Carolina, Chapel Hill
Gamma Alpha Lambda (freshman scholastic honorary), University of North Carolina
Outstanding Young Women of America
American Men and Women in Science
Dictionary of International Biography
The World's Who's Who of Women
NEH Summer Fellowship, The Role of Medicine; Historical Perspectives in the Healing Tasks,
Princeton University, 1982
American Sociological Association, Travel Grant, International Sociological Association Meetings,
1982
Who's Who in the South and Southwest
Personalities of America
Directory of Distinguished Americans
Foremost Women of the Twentieth Century
Personalities of the South
Who's Who of Emerging Leaders in America
2000 Notable American Women
Delta Omega (Public Health Honorary), University of South Carolina
Who's Who in American Education
Who's Who In Science & Engineering
Who's Who in the World, v. 14
Fellow, American Academy of Health Behavior

AREAS OF RESEARCH OR SCHOLARLY INTERESTS:

Medical sociology
Health Behavior Research
Health policy
Child Health
Preventive health behavior
Access to and utilization of health care services
Aging and Health Policy
Gender and Health

DESCRIPTION OF TEACHING ACTIVITIES:

Currently teach medical sociology at both undergraduate and graduate levels, also teach courses on aging and the lifecourse and women and health, Previously at ASU have taught specialized course on health of children and adolescents; previously at ASU taught core course in health care delivery system, epidemiology, research and survey methods, and health policy. Have taught doctoral seminars in social, political, and economic factors in health and health care, medical sociology, the health care delivery system, health policy; evaluation and measurement, survey research, behavioral sciences, and introduction to public health administration.

Have served on or chaired over twenty five doctoral committees and chaired/served on about 80 master's thesis, practicum, and internship committees. Have conducted the writing and grading of qualifying and comprehensive examinations in Ph.D. and Dr.P.H. programs at USC; and medical sociology and health services research at Arizona State University.

DESCRIPTION OF ACTIVITIES RELATED TO SERVICE TO THE SCHOOL AND TO THE COMMUNITY:

Recent Service Activities (1990 on, at ASU)

Member, American Academy of Health Behavior, Strategic Planning Steering Committee, 2013-14
Chair, Health Policy Committee, Medical Sociology Section, American Sociological Association, 2012-2014
International Sociological Association, RC 15 – Sociology of Health Steering Board Member, 2011-16
Co-editor, Health, 2006-2015
Associate Editor In Chief, American Journal of Health Promotion, 2010-2015
Nominations Committee, Medical sociology Section, American Sociological Association, 2008-9
Wade Smith Lecture Committee, College of Liberal Arts and Sciences, 2008-2014
Director, Graduate Program in Sociology, Sociology Program, Sanford School of Social and Family Dynamics, ASU, 2012-2014
Interdisciplinary Research Facilitator, School of Social and Family Dynamics, ASU, 2006-8
Personnel Committee, School of Social and Family Dynamics, ASU, 2006-7; 2009-2010
Graduate Committee, Program in Sociology, School of Social and Family Dynamics, ASU, 2006-8
Steering Committee, Graduate Program in Social Sciences and Health, ASU
Interim Chair, Sociology Department, Arizona State University, 2004-2006
Secretary, Medical Care Section, American Public Health Association, 2002-2005
PSA's Committee of the Freedom of Teaching and Research (COFRAT), 2004-2007
Editorial Board, Journal of Health and Social Behavior, 2005-7.
Search Committee, Joint Position in Asian Pacific American Studies and School of Family and Social Dynamics, 2005-6
Steering Committee, School of Family and Social Dynamics, 2005-6
Chair, Research Interest Groups Subcommittee, School of Family and Social Dynamics, 2005
Centennial Celebration Committee, Section on Aging, American Sociological Association, 2004-5.
Associate Editor, American Journal of Health Behavior, 2001-14.
Executive Editorial Board, Social Theory and Health, 2004-14.

Chair, Nominations Committee, Medical Sociology Section, American Sociological Association, 2002-3
Dean's Faculty Advisory Council, College of Liberal Arts and Sciences, ASU, 2002-5
Committee on the Status of Women, ASU, 2001-2003
Advisory Committee, Preparing Future Faculty, Graduate School, ASU, 2002-4
Barbara Rosenblum Cancer Dissertation Award Committee, SWS, Member 2002, Chair, 2003-6
Chairperson, Personnel Committee, Department of Sociology, ASU, 2002-2004
Program Planning Committee, American Academy of Health Behavior, 2002-2003
Best Graduate Paper Review Committee, Medical Care Section, American Public Health Association, 2002-2003
Endowment Committee, Pacific Sociological Association, 2001-2004
Chairperson, Personnel Committee, Department of Sociology, ASU, 1999-2001
Chairperson, Survey Research Laboratory Committee, Dept. of Sociology, ASU, 2000-2002; Member 2002-2003
Chairperson, Recruitment Committee, Department of Sociology, 2000-2001
President, SWS, 2000
Graduate Committee, Sociology Department, ASU, 1999-2005
Nominations Committee, Medical Sociology Section, ASA, 2001-2
Career and Employment Committee, Medical Sociology Section, ASA, 2000-2001
Student Paper Award Committee, Section on Children and Youth, ASA, 2000-2001
Epidemiology Search Committee, PERC, ASU, 1999-2001
Steering Committee, SWS, 1999-2001
President, SWS, 2000
President-elect, SWS, 1999
Co-chair, Committee A, AAUP-AZ, 1999-2000
ASU delegate to AAUP-AZ State Conference, 1999, 2000, 2001
Program Committee and Abstract Reviewer, Medical Care Section, APHA, 1997-99.
Eliot Freidson Awards Committee, Medical Sociology Section, ASA, 1997.
SHAP Faculty Search Committee, 1997-98.
Finance Committee, SWS, 1996-98.
Chair, Nominations Committee, Medical Sociology Section, ASA, 1996.
Editorial Board, Health, 1996-2001.
Chair Elect, Nominations Committee, Medical Sociology Section, ASA, 1994-95.
Committee on Sections, American Sociological Association, 1994-97
Committee on Academic Freedom and Tenure, ASA, 1994-97.
Academic Senate Financial Affairs Committee, 1994-96.
Personnel and Advisory Committee, Women's Studies Program, 1994-95.
Steering Committee, Adult Development and Aging Program, 1993-95.
Health Care Financing Administration (HCFA) Special Grant review Panel, 1995.
Doctoral Program Director, School of Health Administration and Policy, 1993-95.
Doctoral Committee, College of Business, 1993-95.
Master's Admissions Committee, School of Health Administration and Policy, 1993-94.
Doctoral Admissions Committee, School of Health Administration and Policy, 1993-94.
Doctoral Programs Task Force - The Business Partners Planning Process, Arizona State University, College of Business.
Journal Editor Review Committee, Medical Sociology Section, American Sociological Association, 1992-93.
Committee Member, Arizona Business Women for Health, 1992-93.

Safe Kids Coalition Steering Committee, Arizona, 1991-95.
Maricopa County Area Health Education Center Board, 1991-95.
Financial Affairs Committee, Arizona State University, 1991-93.
Special NIH Review Panel on Centers of Research and Applied Gerontology, March 1993.
Faculty Senate, Arizona State University, 1990-98.
Personnel and Promotion Committee, School of Health Administration and Policy, Arizona State University, 1990-98.
NIH Epidemiology and Disease Control Study Section 1, 1989-93.
All Kids Count Advisory Committee, Maricopa County, Div. of Public Health, 1992.
Affirmative Action Officer, School of Health Admin. and Policy, 1992.
Chair, Medical Sociology Section, American Sociological Assoc., 1991-92.
Special NIH Review Panel on Special Care Units In Nursing Homes, May 1991.
Planning Committee Member, Ryan White Care Act, Title II, Arizona Department of Health Services, 1991.
Chair-elect, Medical Sociology Section, American Sociology Association 1990-91.
Vice-President, SSS, 1990-91.
Program Committee, American Public Health Association, 1989-91.
Council Member, Association of Social Sciences in Health, 1988-91.
Special Reviewer, Visual Services Study Section, NIH, June, 1990.
Proposal Reviewer, Social Security Administration, 1990.
Chair, Programs Committee, Medical Care Section, American Public Health Association, 1989-90.
Chair, Committee on Committees, Am. Sociological Association, 1989-90.
Proposal Reviewer, National Science Foundation, 1989-90.
President, SWS - South, 1988-1990.
Advisory Editor, Gender and Society, 1986-90.

Past Service Activity (1976-1989)

NIH Epidemiology & Disease Control Rev. Panel 1988, special member 1989.
Special NIH Site Review Panel, 1989.
Committee on Committees, American Sociological Association, 1988-89.
Committee on Joint MSW-MPH, 1988-89.
Manuscript Review Committee, Health Care Administration Division, Academy of Management, 1988-89.
Medical Care Section, APHA, Contributed Papers Committee Chair, 1988-89.
Vice-President Elect, Southern Sociological Society, 1988-89.
Standard IX Committee, SPH Accreditation, USC, 1988-89.
Secretary-Treasurer, Medical Sociology Section, American Sociological Association, 1987-89.
Exercise Advisory Committee, DHEC, 1987-89.
Program Committee, Southern Sociological Society, 1987-89.
Academic Committee on Gerontology, 1987-89.
University Tenure and Promotion Committee, 1986-89.
School of Public Health Tenure & Promotion Committee, 1986-89.
Departmental Qualifying Exam for Ph.D. and Dr.P.H., Chairperson, Question Preparation and Review Committee, 1984-89.
Proposal Reviewer, Health Care Financing Administration, 1985-86, 1989.
College of Health Representative, Certificate Program in Gerontology,

University of South Carolina, 1983-89.
Social Forces Task Force, South Carolina Hospital Association, 1988.
Membership Committee, Society for the Study of Social Problems, 1987-88.
Medicaid-Vital Statistics Study Group, DHEC and HHSFC, 1987-88.
Search Committee, Department of Health Administration, 1984-85, 1986-87, 1987-88.
Co-Chair, Program; Section on Health, Health Policy, and Health Services, Society for the Study of Social Problems, 1986-88.
Committee on the Profession, Southern Sociological Society, 1985-88.
Vice-President, SWS 1985-88.
Program Committee, Medical Care Section, APHA, 1981-88.
Coordinator, Medical Sociology Sec. Southern Sociological Society, 1987.
Secretary-Treasurer Elect, Medical Sociology Section, American Sociological Association, 1986-87.
Chairperson, Technical Assistance Subcommittee, VAHSRDC, 1986-87.
Governing Council, American Public Health Association, Medical Care Section, 1986-87.
Curriculum Committee; School of Public Health, Univ. of South Carolina, 1985-87.
Search Committee, Department of Health Education and Health Promotion, 1986.
Competitive Model Task Force, S.C. Health Care Planning and Oversight Committee, 1985-86.
Chairperson, Search Committee, Dept. of Health Administration, 1985-86.
VA Health Services Research and Development Field Planning Program Committee, 1985-86.
Curriculum and Courses Committee, 1984-86.
Departmental Tenure & Promotion Committee, 1984-86.
Associate Editor, Journal of Health and Social Behavior, 1983-86.
Review of Manuscripts, Journal of Health & Social Behavior, Social Problems, Health Education Quarterly, Health Services Research, Sex Roles, Public Health Reports, Social Psychology Quarterly, Gender and Society, American Journal of Health Promotion, Medical Care.
Faculty Senate, University of South Carolina, 1982-85.
Bookstore Advisory Committee, 1981-85.
Traineeship Committee, School of Public Health, 1980-85.
Manuscript Reviewer, Rose Monograph Series, American Sociological Association, 1984.
Dr.P.H. Proposal Preparation Committee, Department of Health Administration, 1984.
Questionnaire Consultation, Governor's Primary Health Care Task Force, 1984.
Proposal Reviewer, Veterans Administration Health Services Research Unit, 1984.
Academic Responsibility Committee, College of Health, University of South Carolina, 1983-84.
Chairperson, Grievance Committee, College of Health, 1982-84.
Committee on Policy Research and Applications, Southern Sociological Society, 1982-84.
Dissertation Award Committees, Medical Sociology Section, ASA, 1984.
Council Member, Association of Social Sciences in Health, 1979-84.
Professional Relations Committee, Evaluation Network, 1983.
Professional Relations Committee, Evaluation Network, 1983.
Chairperson, Search Committee, Department of Health Education, School of Public Health, University of South Carolina, 1982-83.
Summer School Committee, College of Health, University of South Carolina, 1982-83.
Research Policy and Activities Sub-committee, Accreditation, School of Public Health, University of South Carolina, 1982-83.
Proposal Reviewer, National Science Foundation, 1982-83.
Chairperson, Research Committee, SCAHE, 1982-83.
Editorial Reviewer, Mayfield Publishing Co., 1982-83.

Member, Evaluation Committee, College of Health, University of South Carolina, 1982-83.
Advisory Editor, Sociology Inquiry, 1982-83.
Chairperson, Publications Committee, Medical Sociology Section, ASA, 1981-83.
Finance Committee Chairperson, SWS, 1981-83.
Executive Committee, South Carolina Association for Health Education, 1980-83.
Member, Resource Committee, Community Long Term Care Project, Spartanburg, South Carolina, 1980-83.
Evaluation Consultant and Workshop Organizer and Conductor, Data Collector and Questionnaire Design, Diabetes Project, Special Projects, Department of Health and Environmental Control, South Carolina, 1982.
South Carolina Diabetes Task Force, 1981-82.
Governor's Primary Prevention Council, 1981-82.
Program Chairperson, Association of Social Sciences in Health, 1981.
Chairperson, College of Health Family Fund, University Foundation, University of South Carolina, 1981.
Evaluation Consultant and Project Reviewer, Diabetes Project, Special Projects, Department of Health and Environmental Control, South Carolina, 1981.
Faculty Search Committee, Department of Public Health Administration, University of South Carolina, 1980-81.
Nominations Committee, SWS, 1983-84.
Research Committee, SCAHE, 1983-84.
Member, Committee on Status of Women, Southern Sociological Society, 1978, 1982.
Doctoral Committee, School of Public Health, University of South Carolina, 1980-81.
Proposal Reviewer, National Endowment for the Humanities, 1979-81.
Chairperson, Committee on the Status of Women, Southern Sociological Society, 1979-81.
Member, Publications Committee, Medical Sociology Section, American Sociological Association, 1978-81.
Member, Peer Review Group, HISPANIC HANES Questionnaire, 1980.
Chairperson, Nominating Committee, Medical Sociology Section, ASA, 1980.
Committee to Draft Joint Health Education Doctorate Proposal, Department of Public Health and School of Education, University of Alabama in Birmingham, 1979-80.
National Liaison, Sociologists for Women In Society - South, 1979.
Chairperson, Publications Committee, Section on Health, Health Policy and Health Services, SSSP, 1978.
Editorial Reviewer, Little, Brown, and Company, 1978.
Search Committee, Department of Public Health, University of Alabama in Birmingham, 1977-78.
Faculty Affairs Committee, School of Community and Allied Health, University of Alabama in Birmingham, 1977-78.
Faculty Search Committee, Sociology Department, University of Alabama in Birmingham, 1976, 1977.
Accreditation Committee, Department of Public Health, University of Alabama in Birmingham, 1977.
Faculty Affairs Committee, School of Social and Behavioral Sciences, University of Alabama in Birmingham, 1976.

PUBLICATIONS:

Books:

Social and Economic Impact of Coronary Artery Disease, eds. E.D. Charles, Jr. and J. J. Kronenfeld, Lexington Press (Lexington, MA) 1980.

Kronenfeld, Jennie Jacobs, and Whicker, Marcia Lynn. U.S. Health Policy: An Analysis of the Federal Role, Praeger (New York) 1984.

Whicker, Marcia Lynn and Kronenfeld, Jennie Jacobs. Sex Role Changes: Technology, Politics, and Policy, Praeger (New York) 1986.

Kronenfeld, Jennie Jacobs and Whicker, Marcia L. Captive Populations: Caring for the Young, the Sick, the Imprisoned and the Elderly, Praeger (New York), 1990.

Kronenfeld, Jennie J. and Weitz, Rose, Editors, A Research Annual Research in the Sociology of Health Care, Vol. 10, JAI Press (Greenwich, CT), 1993.

Kronenfeld, Jennie J., Controversial Issues in Health Care Policy, Sage (Newbury, CA), 1993.

Whicker, M.L; Kronenfeld, J.J. & Strickland, R.A. Getting Tenure. Sage (Newbury, CA), 1993.

Weitz, Rose & Kronenfeld, Jennie J., Editors, A Research Annual: Research in the Sociology of Health Care, Agents of Health and Illness; Vol. 11, JAI Press (Greenwich, CT), 1994.

Whicker, Marcia Lynn. & Kronenfeld, Jennie Jacobs. Confronting Ethical Dilemmas in Research and Technology. Sage (Newbury, CA), 1994.

Kronenfeld, Jennie Jacobs, Editor, A Research Annual: Research in the Sociology of Health Care, Patients, Consumers, Providers, and Caregivers; Vol. 12, JAI Press (Greenwich, CT), 1995.

Kronenfeld, Jennie Jacobs, Editor, A Research Annual: Research in the Sociology of Health Care, Health Care Delivery System Changes; Vol. 13, JAI Press (Greenwich, CT), 1996.

Kronenfeld, Jennie Jacobs and Whicker, Marcia L. Getting An Academic Job: Strategies for Success. Sage (Newbury, CA), 1997.

Kronenfeld, Jennie Jacobs, Editor, A Research Annual: Research in the Sociology of Health Care, The Evolving Health Care Delivery System; Vol. 14, JAI Press (Greenwich, CT), 1997.

Kronenfeld, Jennie Jacobs. The Changing Federal Role in U.S. Health Care Policy. Praeger Press (Westport, CT) 1997.

Kronenfeld, Jennie Jacobs, Editor. A Research Annual: Research In the Sociology of Health Care, Changing Organizational Forms of Delivering Health Care: The Impact of Managed Care and Other Changes on Patients and Providers. Vol. 15, JAI Press (Greenwich, CT), 1998.

Kronenfeld, Jennie Jacobs, Editor. A Research Annual: Research In the Sociology of Health Care, Quality, Planning of Services, and Access Concerns: Impacts on Providers of Care, Health Care

Institutions, and Patients. Vol. 16, JAI Press (Stamford, CT), 1999.

Kronenfeld, Jennie Jacobs. Protecting the Future: Schools and the Health OF Children. Sage (Newbury, CA), 2000.

Kronenfeld, Jennie Jacobs, Editor. A Research Annual: Research In the Sociology of Health Care, Health Care Providers, Institutions, and Patients: Changing Patterns of Care Provision and Care Delivery. Vol. 17, JAI Press (Stamford, CT), 2000.

Kronenfeld, Jennie Jacobs, Editor. Health, Illness and the Use of Care: The Impact of Social Factors. Research in the Sociology of Health Care, Vol 18. JAI, Imprint of Elsevier (New York) 2000.

Kronenfeld, Jennie Jacobs, Editor. Changing Consumers and Changing Technology in Health and Health Care Delivery. Volume 19. Research in the Sociology of Health Care. Elsevier (New York) (2001).

Kronenfeld, Jennie Jacobs. Health Care Policy: Issues and Trends. Praeger (Westport, CT), 2002.

Kronenfeld, Jennie Jacobs, Editor. Social Inequalities, Health and Health Care Delivery. Volume 20. Research in the Sociology of Health Care. Elsevier (New York), 2002.

Segal, Marcia Texler, Demos, Vasilikie, Kronenfeld, Jennie Jacobs, co-editors. Advances in Gender Research. Gender Perspectives on Health and Medicine: Key Themes. Elsevier (New York) 2003.

Kronenfeld, Jennie Jacobs, Editor. Reorganizing Health Care Delivery Systems: Problems of Managed Care and Other Models of Health Care Delivery. Volume 21. Research in the Sociology of Health Care. Elsevier (New York) 2003.

Kronenfeld, Jennie Jacobs and Kronenfeld, Michael R. Health Care Reform in America. ABC-Clio, Santa Barbara, CA, 2004.

Segal, Marcia Texler, Demos, Vasilikie, Kronenfeld, Jennie Jacobs, co-editors. Gender Perspectives on Health and Medicine: Reproduction and Sexuality. Elsevier (New York), 2004 .

Kronenfeld, Jennie Jacobs. Editor. Chronic Care, Health Care Systems and Services Integration. Volume 22. Research in the Sociology of Health Care. Elsevier (New York) 2004.

Kronenfeld, Jennie Jacobs. Editor. Health Care Services, Racial and Ethnic Minorities and Underserved Populations: Patient and Provider Perspectives. Volume 23. Research in the Sociology of Health Care. Elsevier (New York) 2005.

Kronenfeld, Jennie Jacobs. Expansion of Publicly Funded Health Insurance in the United States: The Children's Health Insurance Program and Its Implications. Lexington Books (Lanham, MD) 2006.

Kronenfeld, Jennie Jacobs. Editor. Access, Quality and Satisfaction with Care: Concerns of Patients, Providers and Insurers. Volume 24. Research in the Sociology of Health Care. Elsevier (Amsterdam, Netherlands) 2007.

Kronenfeld, Jennie Jacobs. Editor. Inequalities and Disparities in Health Care and Health: Concerns of Patients, Providers and Insurers. Volume 25. Research in the Sociology of Health Care. Elsevier (Amsterdam, Netherlands) 2008.

Kronenfeld, Jennie Jacobs. Editor. Care For Major Health Problems and Population Health Concerns: Impacts On Patients, Providers and Policy. Volume 26. Research in the Sociology of Health Care. Emerald Press (Great Britain) 2008.

Kronenfeld, Jennie Jacobs. Editor. SOCIAL SOURCES OF DISPARITIES IN HEALTH AND HEALTH CARE AND LINKAGES TO POLICY, POPULATION CONCERNS AND PROVIDERS OF CARE. Volume 27, Research in the Sociology of Health Care, Emerald Press (Great Britain), 2009.

Kronenfeld, Jennie Jacobs. Editor. The Impact of Demographics on Health and Healthcare: Race, Ethnicity and other Social Factors. Volume 28, Research in the Sociology of Health Care, Emerald Press (Great Britain), 2010.

Lisa Curch, Gloria Cox, Donna Eckstein, Lawrence Force, Stan Ingman, Jennie Kronenfeld, Jeannine Talar, Donna Weinreich, & Celia Williamson. Gerontology: An Interactive Text. National Social Science Press. El Cajon, California, 2010.

Kronenfeld, Jennie Jacobs. Medicare/Health Care. Greenwood Press /ABC-Clio (Westport, CN), 2011.

Kronenfeld, Jennie Jacobs. Editor. Access to care and Factors That Impact Access, Patients as Partners in Care and Changing roles of Providers. Volume 29, Research in the Sociology of Health Care, Emerald Press (Great Britain), 2011.

Kronenfeld, Jennie Jacobs. Editor. Issues In Health and Health Care Related to Race/Ethnicity, Immigration, SES and Gender . ISBN 0275-4959. Volume 30, Research in the Sociology of Health Care, Emerald Press (Great Britain), 2012.

Kronenfeld, Jennie Jacobs and Kronenfeld, Michael R. Health Care Reform. Facts on File (New York, New York), 2012. (forthcoming)

Kronenfeld, Jennie Jacobs, Parmet, Wendy E. and Zizza, Mark A. Editors. Debates on U.S. Health Care. Thousand Oaks, Ca: Sage (Main Editor of Section on Health Care Quality, Pp. 383-534; Parmet and Zizza edited sections on access and economics), 535 Pp. 2012.

Kronenfeld, Jennie Jacobs. Editor. Social Determinants, Health Disparities and Linkages to Health and Health Care, Volume 31, Research in the Sociology of Health Care, Emerald Press (Great Britain), 2013.

Kronenfeld, Jennie Jacobs. Editor. Technology, Communications, Government Roles and Health Disparities, Volume 32, Research in the Sociology of Health Care, Emerald Press (Great Britain), 2014.

ARTICLES and CHAPTERS IN BOOKS

- Kronenfeld, Jennie J. "Certain Socio-Economic Variables Related to Medical Care Utilization," in Selected Analyses of Rhode Island Health Data, Population Research Laboratory Monograph, Brown University, May, 1972.
- Kronenfeld, Jennie J., and Montero, Lois, "The Ecology of Physician Affiliation," in Monitoring Health Status and Medical Care, by Lois Montero, Ballinger Publishing Co. (Cambridge, Massachusetts), 1976.
- Vanecko, James J., and Kronenfeld, Jennie J. "Preference for Public Expenditures and Ethno-racial Membership: A Test of the Theory of Political Ethnos," Ethnicity, 4, 311-336, December, 1977.
- Charles, E. D., Jr., Fine, P. R., Kronenfeld, J. J., Stover, R., Wood, T., Lott, A. "The Costs of Spinal Cord Injury," Paraplegia 15:302-310, 1977-78.
- Kronenfeld, Jennie J. "Provider Variables and Utilization of Ambulatory Care Services," Journal of Health and Social Behavior 19:68-76, March, 1978.
- Bridgers, E. F., Kronenfeld, J. J., Charles, E. D., Jr., Goodson, L., and Klapper, M. S. "Health Education in Rural Alabama," Biosciences Communications 4:51-58, 1978.
- Charles, E. D., Jr., Kronenfeld, J. J., Wayne, J. B., Roseman, J. M., Bridgers, W. F., "Comment on National Health Insurance," Alabama Journal of Medical Science 15(2):138-143, April, 1978.
- Kronenfeld, Jennie J. "The Medicaid Program, and a Regular Source of Care," American Journal of Public Health 68:771-773, August, 1978.
- Kronenfeld, Jennie J. "Affiliations with Medical Care Providers," Journal of Community Health, 4:127-139, Winter, 1978.
- Kronenfeld, Jennie J. "Has the Medicaid Program Led to Equal Treatment in Health Care," Sociological Forum 1:46-59, Fall, 1978.
- Kronenfeld, Jennie J. "Self Care as a Panacea for the Ills of the Health Care System: An Assessment," Social Science and Medicine 13A:263-267, 1979.
- Charles, E. D., Jr., Kronenfeld, J. J., Wayne, J. B., Kouchoukos, N. T., Oberman, A., Rogers, W. J., Mantle, J. A., Rackley, C. E., Russell, R. O. "Unstable Angina Pectoris: A Comparison of the Costs of Medical and Surgical Treatments," American Journal of Cardiology 44:112-117, July, 1979.
- Russell, R. O., Rogers, W. J., Mantle, J. A., Kouchoukos, N. T., Karp, R. B., Oberman, A., Charles, E. D., Kronenfeld, J. J., Wayne, J. B., Rackley, C. E., et al. "Medical or Surgical Therapy for Unstable Angina," Cardiovascular Medicine 4:1059- 1069, 1979.

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- Kronenfeld, J. J., Charles, E. D., Jr., Wayne, J. B., Oberman, A., Kouchoukos, N., Rogers, W. J., Mantle, J. A., Rackley, C. E., Russell, R. O. "Unstable Angina Pectoris: An Examination of Modes of Therapy and Costs of Therapy," Circulation 60, Part 2:I-11 - I-22, August, 1979.
- Kouchoukos, N. T., Charles, E. D., Kronenfeld, J. J., Wayne, J. B., Russell, R. O. "The Economics of Treating Coronary Artery Disease," Drug Therapy 9:51-58, October, 1979.
- Kronenfeld, Jennie J. "Access to Dental Care: A comparison of Medicine/Dentistry and the Role of a Regular Source," Medical Care 17:1000-1011, October, 1979.
- Russell, R. O., Wayne, J. B., Kronenfeld, J. J., Charles, E. D., Oberman, A., Kouchoukos, N. T., White, C., Rogers, W. J., Mantle, J. A., Rackley, C. E., "Surgical vs. Medical Therapy for Treatment of Unstable Angina: Changes in Work Status and Family Income," American Journal of Cardiology 45:134-140, January, 1980.
- Kronenfeld, Jennie J. "Sources of Ambulatory Care and Utilization Models," Health Services Research 15:3-20, Spring, 1980.
- Ory, M. G., Kronenfeld, J. J. "Living with Juvenile Diabetes Mellitus," Pediatric Nursing 6:47-50, September-October, 1980.
- Windsor, R. A., Kronenfeld, J. J., Ory, M. G., Kilgo, J. S. "Method and Design Issues in Evaluation of Community Health Programs: A Case Study in Breast and Cervical Cancer," Health Education Quarterly 3:203-218, Fall, 1980.
- Kronenfeld, J. J., Windsor, R. A., Kilgo, J. and Wickers, D., "A Community Health Education Program on Breast and Uterine Cancer in Alabama," Public Education About Cancer, UICC Technical Report Series 55:8-19, 1980.
- Windsor, R. A., Kronenfeld, J. J., Cain, M. G., Cutter, G. R., Goodson, L. A. and E. D. Edwards, "Concerning Utilization of a Rural Cervical Cancer Detection Program," American Journal of Public Health, 71:641-643, June, 1981.
- Kronenfeld, J. J., Ory, M. G. "Familial Perceptions of Juvenile Diabetes," Postgraduate Medicine, 70:83-90, October, 1981.
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Kronenfeld, Jennie Jacobs. Quality of Care, Insurance Status and the Affordable Care Act. Medical Sociology Newsletter, 50 (2): 2014, pp. 5-6.

Kronenfeld, Jennie Jacobs. Big Data, Health Policy and a Role for Sociologists. Medical Sociology Newsletter, 50 (3): 2014, pp. 5.

Rohlfen, Leah S. and Kronenfeld, Jennie Jacobs. Gender Differences in Functional Health: Latent Curve Analysis Assessing Differential Exposure. Journal of Gerontology B: Psychological and Social Sciences. 69(4): 590-602, 2014.

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Abstracts and Book Reviews

Kronenfeld, Jennie J. "Has the Medicaid Program Led to Equal Treatment in Terms of Health Care," Sociological Abstracts 24, Supplement 63, August, 1976. (Abstract)

Kronenfeld, Jennie J. Review of: "Analysis of Urban Health Problems," by Irving Leveson and Jeffrey Weiss, and "Urban Health in America," by Amasa Ford, Contemporary Sociology 6:261, March, 1977.

Kronenfeld, Jennie J. Review of: "Illegitimacy," by Shirley Foster Hartley, Contemporary Sociology 6:264-265, March, 1977.

Kronenfeld, Jennie J. Review of: "Role Structure and Analysis of the Family," by F. Ivan Nye, Social Forces 55, 824, March 1977.

Kronenfeld, Jennie J. Review of: "Health and Division of Labor," by M. Stacey, M. Reed, C. Health and R. Dingwall, Journal of Community Health 4:165-166, Winter, 1978.

Kronenfeld, J. J., Wayne, J. B., Charles, E. D., Jr., and Roseman, J. M., "Clinical Research and Medical Sociology: Examination of Studies in Chronic Diseases," Sociological Abstracts, Supplement 78:177, April, 1978. (Abstract)

Kronenfeld, J. J., Charles, E. D., Wayne, J. B., Russell, R. O., Oberman, A., Kouchoukos, N., Rogers, W. J., Rackley, C. E. "Medical vs. Surgical Treatment and Costs of Unstable Angina," Circulation, 57-58 (Supplement) October, 1978, 11-96. (Abstract)

Kronenfeld, Jennie J. "Medical Care and the Family," Sociological Abstracts, Supplement 83-277, August, 1973. (Abstract)

Kronenfeld, Jennie J. Review of: "Medical Sociologists at Work," by R. Elling and M. Sokolowska, Social Forces 57:1008- 1009, March, 1979.

Kronenfeld, Jennie J. Review of: "The Neighborhood Advice Center," by John Baker, Growth and Change 10:51-52, 1979.

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Kronenfeld, J. J., Ory, M. G. "Health Regimens and Health Care for Juvenile Diabetics," Diabetes 28:370, 1979. (Abstract)

Kronenfeld, Jennie J. Review of: "Sex, Society and the Disabled," by Isabel Robinault, Sex Roles 6:163-166, 1980.

Russell, R. O., Wayne, J. B., Charles, E. D., Jr., Kronenfeld, J. J., Kouchoukos, N., Oberman, A., Rogers, W. J., Mantle, J. A., Rackley, C. E. "Medical vs. Surgical Therapy: Quality of Life After Five Years," American Journal of Cardiology 45:418, February, 1980. (Abstract)

Kronenfeld, J. J., Ory, M. G., Sterman, R. "Perceptions of Health Status and Use of Health Care Among Adult Diabetics," Diabetes 29:85, May, 1980. (Abstract)

Kronenfeld, Jennie J. Review of: "Health Care in the United States: Equitable for Whom," by L. A. Aday, R. Andersen and G. Fleming, Inquiry 17:368-371, Winter, 1980.

Kronenfeld, Jennie J. Review of: "Premarital Sexuality," by John Delamater and Patricia MacCurquodale, Sex Roles 7:475-478, April, 1981.

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- Kronenfeld, Jennie J. "The Provision of Health Care Services to the Poor: Medicaid: State Differences and Policy Suggestions of the Reagan Administration," Sociological Abstracts, 30 Supplement 118, September, 1982, p. 230. (Abstract)
- Kronenfeld, Jennie J. Review of: "The Hidden Health Care System," by L. J. Levin and E. L. Idler, Journal of Health Politics, Policy and Law 7:962-965, Winter, 1983.
- Kronenfeld, Jennie J. Review of: "Contemporary Health Services: Social Science Perspectives," by A. W. Johnson, O. Grusky, and B. H. Raven, Contemporary Sociology 12:79-80, January, 1983.
- Kronenfeld, Jennie J., Blair, Steven, Davis, Keith, and Zora Salisbury. "Health Promotion and Voluntary Action: A Response To A Perceived Social Problem," Sociological Abstracts, Supplement 123, August 1983, p. 69. (Abstract)
- Kronenfeld, Jennie J. Review of: "Beliefs & Self Help," eds. George H. Weber and Lucy M. Cohen, Journal of Health Politics, Policy & Law 9:544-45, 1984.
- Whicker, Marcia and Kronenfeld, Jennie J. "A Model of the Impact of Birth Control On Intimate Relationships," Sociological Abstracts 33(Supplement 136), August, 1985, p. 59. (Abstract).
- Kronenfeld, Jennie J., Jackson, Kirby and Blair, Steven N. "Health Behavior and Attitude Change: Does Health Promotion Matter," Sociological Abstracts 33 (Suppl. 136), August, 1985, p. 51. (Abstract).
- Kronenfeld, Jennie J. Review of: "Private Lives & Professional Identities of Medical Students," by Robert S. Broadhead, Social Forces 64:230-231, 1985.
- Kronenfeld, Jennie J. Review of "No Magic Bullet: A Social History of Venereal Disease In the United States Since 1880" by Allan M. Brandt," Sex Roles 14 (April): 471-473, 1986.
- Kronenfeld, Jennie J., Jackson, Kirby L., Macera, Carol and Blair Steven N. "Health Behavior Practices Across the Life Cycle," Sociological Abstracts 393 August, 1986 (Supplement 143), page 236.
- Kronenfeld, Jennie J. Review of "Regulating Births: Midwives, Medicine and the Law," by Raymond G. DeVries in Work and Occupation 14 (May):315-317, 1987.
- Kronenfeld, Jennie J. and Kirby Jackson. "Variations In Safety Practices: The Role of Safety Variables," Sociological Abstracts 3513, August, 1987 (Supplement 146), page 21.

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Lescoe-Long, Mary Ann and Kronenfeld, Jennie J. "Allied Health Fields and Professionalization; Is There Movement Towards the Professional Model," Sociological Abstracts, August, 1988. (Supplement 153), p. 70.

Kronenfeld, Jennie J. and Deborah C. Glik, "Well Roles: An Approach to Reincorporate Role Theory Into Medical Sociology," Sociological Abstracts, 1989 (Supplement 159), page 98.

Kronenfeld, Jennie J., Review of "Homelessness, Health, and Human Needs by Institute of Medicare," Journal of Rural Health,5 (July,1989),268-270.

Kronenfeld, Jennie J. Review of "Surviving Fieldwork," by Nancy Howell. Contemporary Sociology 20 (May, 1991), 471.

Kronenfeld, Jennie J., Review of "Intimate Adversaries" by Alexander Todd. Gender and Society, 5: (December, 1991), 629-630.

Kronenfeld, Jennie Jacobs. Review of Health Care Reform Issues with "Understanding Health Care Reform" and "The Politics of Health Care Reform". Contemporary Sociology 24 (May, 1995), 414-415.

Kronenfeld, Jennie Jacobs. Review of "Health Issues in the Black Community" by Ronald Braithwaite and Sandra Taylor, eds. Journal of Health Administration Education.

Kronenfeld, Jennie Jacobs. Review of Private Medicine and Public Health. By Lawrence Weiss. Inquiry. 34 (winter): 352-353, 1997/98.

Kronenfeld, Jennie J. and Schneller, Eugene. "The Growth of A Buyer-Beware Model in Health Care: The Impact of Managed Care on Changing Models of the Doctor-Patient Relationship." Sociological Abstracts. Suppl. 181, v. 45. Dec., 1997. Accession No. 97533045.

Kronenfeld, Jennie Jacobs. Review of Women's Health: Complexities and Differences. Edited by Sheryl Burt Ruzek, Virginia E. Olesen, and Adele E. Clarke. Gender and Society 12(June): 362-363, 1998.

Kronenfeld, Jennie Jacobs. Child Health, Social Policy and the New SCHIP Program: Linkages with Race and Ethnicity. Sociological Abstracts Suppl. 186, August, 1999.

Kronenfeld, Jennie Jacobs. Review of Health Care Systems in Transition. Edited by Frances D. Powell and Albert F. Wessen. Contemporary Sociology. 29 (January, 2000): 245-6.

Kronenfeld, Jennie Jacobs. Review of Our Unsystematic Health Care System by Grace Budrys. Contemporary Sociology 31 (3, 2002): 352-353.

Kronenfeld, Jennie Jacobs. Review of What If Medicine Disappeared by Markle and McCrea. volume 34, issue 2. Journal of Health Politics, Policy and Law 34(2): 289-91, 2009.

Kronenfeld, Jennie Jacobs. Review of Female Employment, Gender Roles and Attitudes: The Baltic Countries in a Broader Perspective by Motienaitė and Families, States and Labour Markets:Institutions, Causes and Consequences of Family Policy in post-War Welfare States by Ferrarini. International Sociology Review of Books, 25 (5), 4-7, 2010.

Kronenfeld, Jennie Jacobs. Review of Barry Goldwater and the Remaking of the American Political Landscape by Elizabeth Tandy Shermer. Journal of the West 52 (1), Winter, 2013,p 89.

Kronenfeld, Jennie Jacobs. Review of Aztlan Arizona. Journal of the West (forthcoming, 2015).

Kronenfeld, Jennie Jacobs. Review of Degrazia: The Man and the Myth. Journal of the West (forthcoming, 2015).

UNPUBLISHED THESIS AND DISSERTATION:

"Indicators of Socio-Economic Status & Indicators of Medical Care Utilization," unpublished M. A. thesis, Brown University, 1973.

"How People Use Medical Care: A Study of Provider-Client Affiliations," unpublished Ph.D. dissertation, Brown University, 1976.

GRANTS AND CONTRACTS:

- | | |
|-----------------------------------|--|
| 1977-78 | Medical Center Faculty Research Grant - Evaluation of a Breast and Cervical Cancer Education Program, Co-Investigator with Richard Windsor, Ph.D., M.P.H. - \$1,500 |
| 1977-78 | Medical Center Faculty Research Grant - Community Health Education for Sickle Cell Disorders, Co-Investigator with Richard Windsor, Ph.D., M.P.H. - \$900 |
| 1977- 1980 | National Cancer Institute - Skin Cancer and Melanoma Awareness - Contract as part of the Comprehensive Cancer Center - John Durant, M.D. Co-principal investigator with Richard Windsor, Ph.D., M.P.H. - \$10,000 |
| Sept. 5, 1977 -
Sept. 15, 1980 | Multipurpose Arthritis Center, J. Claude Benett, Principal Investigator. Specific Project - Social and Economic Impact of Arthritis. Co-investigator with E. D. Charles, Jr., Ph.D. and J. B. Wayne, M.B.A. - \$99,259 (Total Center Grant) Personal involvement - 20 percent of time
Medical Center Faculty Research Grant - Determination of Costs of Medical and Surgical Treatment of Patients with Obstructive Coronary Artery Disease, Jennie J. Kronenfeld, Ph.D., Principal Investigator, E. D. Charles, Jr., Ph.D., Investigator - \$250 |
| 1978-79 | Diabetes Trust Fund - Social Aspects of Diabetes, Jennie J. Kronenfeld, Ph.D., Principal Investigator, Marcia G. Ory, Ph.D., Investigator - \$10,280 |
| 1979-80 | Cancer Communications Contract - Comprehensive Cancer Center. R. Gams, M.D. Investigator with Richard Windsor, Ph.D., M.P.H., \$6,997 - 5 percent of time |

1980	SCOR/Project 3 Coronary Disease Rehabilitation Education/Exercise/NIH. C. Rackley, overall Principal Investigator. Project 3 Principal Investigator, A. Oberman, \$689,811 (Total Grant) - 10 percent of time
1981	Faculty Research Grant, University of South Carolina - Diabetes and Pattern of Living, \$495.
1982-83	Preventing Low Weight Births Through Prenatal Risk Reduction Education, March of Dimes, \$2,000. William Ward, Principal Investigator. Jennie Kronenfeld and JoAnn Fraser, Investigators.
1983	South Carolina Department of Social Services, "A Cost and Impact Analysis of Implementing the AFDC Unemployed Parent Program in South Carolina," \$24,983.00, Alan Sear, Principal Investigator, Jennie Kronenfeld and Sam Baker, Co-investigators.
July, 1982 - June, 1985	Carolina Healthstyle Project, South Carolina Division of Human Resource Management, Steven N. Blair and Zora Salisbury, Principal Investigators. Approximately \$300,000. total project; USC portion, \$150,000. Jennie J. Kronenfeld, Co-Principal Investigator, 1982-1984; Acting PI, 1984-85.
July, 1985 - June, 1988	Carolina Healthstyle Project, South Carolina Retirement System, Jennie J. Kronenfeld, Principal Investigator Total project, \$700,000; USC portion approximately, \$300,000.
August, 1985 - December, 1988	Impact of Physical Fitness and Exercise on Health, National Institute of Aging, NIH, \$222,000. Steven N. Blair, P.I. Jennie J. Kronenfeld and Caroline Macera, co-P.I.'s.
September, 1986- March, 1988	Evaluation of High Risk Infant Channeling Project, S. C. Commission on Health and Human Services Financing, \$34,330. Jennie J. Kronenfeld, P.I.
December, 1986 - July, 1989	Liberty Corporation Foundation, "Liberty Corporation Employee Health Study," \$20,000. Jennie J. Kronenfeld and Russell Pate, co-P.I.'s.
September, 1987 - January, 1991	Perceptions of Risks of Injury to Young Children, National Institute of Child Health and Human Development, \$366,000. Jennie J. Kronenfeld, P.I.
July, 1988 - June, 1989	"Carolina Healthstyles", \$64,256. S.C. Retirement System, J. Kronenfeld, P.I.
April, 1988 - Sept., 1989	"Evaluation of High Risk Channeling Project", \$35,678. S.C. Health and Human Services Financing Commission. J. Kronenfeld, P.I.
July, 1989 - June 1990	"Carolina Healthstyles", \$64,000. S.C. Retirement Systems, J. Kronenfeld, PI.

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- Sept., 1989 - June, 1990 "Evaluation of the High Risk Channeling Project," S.C. Health & Human Services Financing Commission, \$19,121. J. Kronenfeld, PI.
- July, 1989 - May, 1990 "Perceived Risk of AIDS," S.C. Department of Health & Environmental Control, \$18,150. J. Kronenfeld, PI.
- Oct., 1990 - Sept, 1992 "Determinants of Physical Activity In a Low Socio-economic Group." U.S. Centers for Disease Control. R. Pate, PI. \$82,500.
- July, 1991- June, 1992 "Research Incentive Award - Child Safety". Office of the Vice-President For Research, ASU, \$8,000, J.J. Kronenfeld, PI.
- March, 1992- June, 1992 "Community Needs Assessment - Sunnyslope" John C. Lincoln Foundation, \$88,885, J.J. Kronenfeld, PI.
- Oct., 1992- Sept., 1995 Subcontract w/AACVPR. Through their contract with AHCPAR, Cardiac Rehabilitation Guidelines Project, \$170,843, J.J. Kronenfeld, PI.
- July, 1993- June, 1994 "Restructuring Patient Care Delivery," Center for Health Management Research, \$80,000, J.J. Kronenfeld and Vicki Smith-Daniels, Co-PIs.
- Oct., 1993- Sept., 1995 "Evaluation of School Centered Health Services Projects," The Flinn Foundation, \$54,983, J.J. Kronenfeld, PI.
- Oct., 1994- Dec., 1995 "Expansion of Evaluation of School Centered Health Services Projects," The Flinn Foundation, \$19,530, J.J. Kronenfeld, PI.
- Feb., 1996- July, 1996 "Initial Phase of Full-Court Press Evaluation." Co-Investigator on Overall Award to Behavioral Sciences at U of Arizona Medical School.
- Aug., 1996 - July, 2000 "Full Court Press Evaluation." Co-Investigator on Overall Award to Behavioral Sciences at U. Of Az. Medical School.
- Mar., 1998 Oct., 1998 "Deer Valley Community Needs Assessment Service Agreement." John C. Lincoln Health Network, \$25,000. J.J. Kronenfeld, P.I.
- Feb, 1999- August, 1999 "Feasibility Study of KidsCare Outreach Programs." Flinn Foundation, \$25,000; J.J. Kronenfeld, P.I.
- Nov, 1999 - Nov, 2002 "Evaluation of the KidsCare Outreach Program." Flinn Foundation,\$189,508. J.J. Kronenfeld, P.I.
- July, 2000 - Arizona Long-Term Care System, grant with Health June, 2002 Services Advisory Group, Inc. \$126,910. S. Wolf, P.I., J.J.Kronenfeld, co-PI.
- July,2001 - Development of an Internet-based Course on Aging and the Life Course,

June, 2002	College of Liberal Arts and Sciences Grant Award Program to Advance the Quality of Undergraduate Instruction, \$3,885. J.J. Kronenfeld, P.I.
Sept, 2001- Aug, 2002	Guillot Travel Grant, Sociology Department, \$2000.
September, 2002 - August, 2003	Trucker Networks, Drug Use and Disease Transmission Apostolopoulos, Yorghos, Ph.D. P.I. 1R01hd042972-01. Emory University, Jennie Kronenfeld, ASU, Investigator (10 %, AY) Total Award, NIH , \$1,048,008
Sept, 2002- Aug, 2003	Guillot Travel Grant, Sociology Department, \$3000.
May, 2003-May, 2004	Internal Grant, College of Business, Summer and GA support for Preparation of External Grant on Market Structure in American and Use of Health Care Services Among Low Income and Uninsured Children
Sept, 2005- August, 2006	Guillot Travel Grant, Sociology Department, \$3000
9/30/2007-5/31/2012	<i>Health Disparities Research at SIRC: Cultural Processes in Risk and Resiliency</i> , P20, Investigator, with Flavio Marsiglia (Director), Stephen Kulis, co-PI and others; \$7,052,398, National Center on Minority Health and Health Disparities
July, 2010	American Sociological Association Travel Award Grant, supported by the National Science Foundation, \$800.

CONFERENCE PARTICIPATION: Papers Presented, Programs Arranged and Chaired

"Affiliations with Medical Care Providers: An Examination of Extreme Cases," American Public Health Association, 1976 (Miami Beach, FL).

"Provider Variables and the Utilization of Ambulatory Care Services," American Sociological Association, 1976 (New York).

"Has the Medicaid Program Led to Equal Treatment in Terms of Health Care?" Society for the Study of Social Problems, 1976 (New York).

Chair and Organizer, Sociology of Health Session, Western Social Science Association, 1976 (Tempe, AZ).

Organizer, SWS in the South Sessions, Southern Sociological Society Meeting, 1977 (Atlanta, GA).

- "Self Care as a Panacea for the Ills of the Health Care System: An Assessment," American Sociological Association, 1977 (Chicago, IL).
- "The Great Unmet Need: A Regular Source of Dental Care," American Public Health Association, 1977 (Washington, DC).
- "Use of Ambulatory Care: The Inclusion of Provider Variables Through a Multiple Classification Analysis," American Public Health Association, 1977 (Washington, DC).
- "Clinical Research and Medical Sociology: Examples of Studies in Chronic Disease," Southern Sociological Society, 1978 (New Orleans, LA), with J.B. Wayne, E.D. Charles, Jr. and J.M. Roseman.
- "The Economics of the Cardiac Bypass," American Economic Association, 1978 (Chicago, IL), with E.D. Charles, Jr., J.B. Wayne, N.T. Kouchoukos, W.J. Rogers, C.E. Rackley, J.A. Mantle and R.O. Russell.
- "Medical Care and the Family," Society for the Study of Social Problems, 1978 (San Francisco, CA).
- "An Examination of a Community Health Education Program on Breast and Cervical Cancer," American Public Health Association, 1978 (Los Angeles, CA), with Richard Windsor.
- "Do Families Obtain Medical Care as a Unit?" American Public Health Association, 1978 (Los Angeles, CA).
- "Medical vs. Surgical Treatment & Costs of Unstable Angina Pectoris," American Heart Association, 1978 (Dallas, TX), with E.D. Charles, Jr., J.B. Wayne, R.O. Russell, A. Oberman, N. Kouchoukos, W.J. Rogers and C.E. Rackley.
- "Library Support of Schools of Public Health," Medical Library Association, 1979 (Honolulu, HI), M.R. Kronenfeld, J.A. Thompson, J.J. Kronenfeld.
- "Change in Work Status for Surgical vs. Medical Therapy for Treatment of Unstable Angina," American College of Cardiology, 1979 (Miami, FL), R.O. Russell, J.B. Wayne, J.J. Kronenfeld, E.D. Charles, Jr., A. Oberman, N. Kouchoukos, C. White and W.J. Rogers.
- "Organization of Ambulatory Care by Consumers," Southern Sociological Society, 1979 (Atlanta, GA).
- "Health Regimens & Health Care for Juvenile Diabetics," American Diabetes Association, 1979 (Los Angeles, CA), J.J. Kronenfeld and M.G. Ory.
- "Evaluation of a Community Health Education Program on Breast and Cervical Cancer: Method and Design Issues." 10th International Conference on Health Education, 1979 (London, England), R.A. Windsor, J.J. Kronenfeld and M.G. Ory.
- "Sociological Research in Chronic Diseases: The Role of Interdisciplinary Collaborations," American Sociological Association, 1979 (Boston, MA).

- "Adjusting to Chronic Illness in the Family: The Case of Juvenile Diabetes," American Public Health Association, 1979 (New York, NY), J.J. Kronenfeld and Marcia Ory.
- "A Comparison of Dichotomous Dependent Variable Analysis Techniques," American Public Health Association, 1979 (New York, NY), J.B. Wayne, J.J. Kronenfeld, E.D. Charles, Jr., A. Oberman, N. Kouchoukos and R.O. Russell.
- "Health Policy Decision Making: The Role of Social and Economic Studies of Disease," American Public Health Association, 1979 (New York, NY), E.D. Charles, Jr., J.J. Kronenfeld and J.B. Wayne.
- "Prevalence of Rheumatic Complaints in a Community Survey," American Public Health Association, 1979 (New York, NY), J.B. Wayne, J.J. Kronenfeld, J.M. Roseman, E.D. Charles, Jr. and W.F. Bridgers.
- "Medical vs. Surgical Therapy: Quality of Life After Five Years," American College of Cardiology, 1980 (Houston, TX), R.O. Russell, J.B. Wayne, E.D. Charles, Jr., J.J. Kronenfeld, N. Kouchoukos, A. Oberman, W.J. Rogers, J.A. Mantle and C.E. Rackley.
- "The Use of Unproven Remedies," American Rheumatism Association, 1980 (Atlanta, GA), Cody K. Wasner, June Cassady and Jennie Kronenfeld.
- Panel participant, "The Dimensions and Consequences of Isolation and Marginality," Sociologists for Women in Society, 1980 (New York, NY).
- "Social and Economic Impact of Rheumatoid Arthritis," Southeastern Regional Arthritis Meeting, 1980 (Charleston, SC), J.B. Wayne, E.D. Charles, R.T. Roark, J.J. Kronenfeld and W.F. Bridgers.
- "A Multi-County Educational Needs Assessment for Skin Cancer," American Public Health Association, 1980 (Detroit, MI), R. Windsor, J. Kronenfeld and R. McCorkle.
- "Effects of Coronary Artery Bypass Graft Operations on Economic Productivity: Results from a Five-Year Clinical Trial," American Public Health Association, 1980 (Detroit, MI), J. Humphrey, J.B. Wayne, E.D. Charles, J.J. Kronenfeld, N.T. Kouchoukos, A. Oberman, W.F. Bridgers, R.O. Russell.
- "Impact of Chronic Illness on the Lifestyle of the Middle Aged and Elderly," American Public Health Association, 1980 (Detroit, MI), J.J. Kronenfeld, M.G. Ory, R. Serman and J. Roseman.
- "Dual Career Families," Panel Participant. Southern Sociological Society, 1981, Louisville, KY.
- "Trends in Hospital Unionization," Association of University Programs in Health Administration, 1981 (Washington, D.C.), A. Sear, H.T. Bunge and J.J. Kronenfeld.
- "Organization of Ambulatory Care by Consumers," Society for the Study of Social Problems, 1981 (Toronto, Ontario, Canada).

"The Use of Unorthodox Therapies and Practitioners," American Sociological Association, 1981 (Toronto, Ontario, Canada), J.J. Kronenfeld and C. Wasner.

"Marketing a New Statewide Health Information Service: A Case Study in Cancer," American Public Health Association Meetings, 1981 (Los Angeles, CA), R. Windsor, J. Kronenfeld, J. Ferguson, L. Graves, M. Crawford and R. Gams.

Program Chairperson, Association for Social Sciences In Health, 1981 (Los Angeles, CA).

Chairperson, Women and Health Session, American Public Health Association, 1981 (Los Angeles, CA).

"Sociological Contributions in Public Health and Health Administration," Southern Sociological Society, 1982 (Memphis, TN).

"Use of Unorthodox Therapies and Practitioners in Arthritis," 6th Annual Language and Culture in South Carolina Symposium: Traditional Health Care Systems, 1982 (Columbia, SC).

"Self Care, Lay Medical Beliefs and the Health Care System," Southern Health and South Carolina Public Health Association, 1982 (Charleston, SC).

"The Impact of Continuing Education Programs on Health Workers' Behavior with Clients," Southern and South Carolina Health Association, 1982 (Charleston, SC), D.A. Martin, B. McNeal and J.J. Kronenfeld.

"The Impact of Professional Education on Participants' Behaviors in the Practice Setting," CDC Annual Diabetes Meeting, 1982, D.A. Martin, B. McNeal, J.J. Kronenfeld, and D.M. Shephard.

"Perceptions of Health and Fertility Related Health Problems: The Influence of the Health Care System and Other Support Mechanisms," International Sociology Association, 1982 (Mexico City), C.W. Berheide, J.J. Kronenfeld and M.T. Segal.

"Health Care for the Poor: Medicaid, the Reagan Administration and State Perspectives," Society for the Study of Social Problems, 1982 (San Francisco, CA).

Organizer and Presenter, "How to Publish: Understanding the Publication Process," American Sociological Association, 1982 (San Francisco, CA).

Chairperson, "Current Research in Surgery and Medical Care," American Public Health Association, 1982 (Montreal, Ontario, Canada).

"Self-esteem Following Treatment for Heart Disease and Its Effect Upon Recovery," American Public Health Association, 1982 (Montreal), E. Dillard, J. Wayne, J. Kronenfeld, E. Charles, N. Kouchoukos, A. Oberman and R. Russell.

"The Future of Health Care Services for the Poor: The Medicaid Program and State Responses to Reagan Administration Changes," American Public Health Association, 1982 (Montreal).

"Interrelationships and Consistency of Health Habits and Behavior Over Time," American Public Health Association, 1982 (Montreal), J.J. Kronenfeld, S. Blair, H. Howe, and R. Pate.

Chairperson and Organizer, "Women and Health," Southern Sociological Assoc., 1983 (Atlanta).

"Coping With Fertility Related Health Problems: The Role of Social Support," North Central Sociological Assoc., 1983 (Columbus, Ohio). Marcia Segal, Kate Berheide, and Jennie J. Kronenfeld.

"A Journal Core List For Health Administration," Medical Library Association, 1983. M.R. Kronenfeld, J.E. Watson, and J.J. Kronenfeld (Houston, Texas).

"Management and Evaluation of A Large Scale Health Promotion Project in the Public Sector," 1983 Public Health Conference On Records and Statistics, Kirby L. Jackson, Zora Salisbury, Jennie J. Kronenfeld, Ruth Davis and Steven N. Blair (Washington, D.C.).

"Health Promotion and Voluntary Action: A Response To A Perceived Social Problem," Society For The Study of Social Problems, 1983, Jennie J. Kronenfeld, Steven N. Blair, Keith Davis, Zora Salisbury and Kirby Jackson (Detroit, Michigan).

"Publishing Journal Articles," Sociologists For Women In Society, 1983, Jennie J. Kronenfeld (Detroit, Michigan).

Roundtable Speaker, "The Promotion of Health Accomplishing Behavior and Organizational Change," American Sociological Assoc., 1983, (Detroit, MI).

"Interrelationships Among Preventive Health Behaviors and Habits: Integration of Epidemiological and Medical Sociological Perspectives," American Sociological Assoc., 1983. Jennie J. Kronenfeld, Steven N. Blair, Nancy Goodyear, Aaron Blair, and Henry Howe (Detroit, Michigan).

"Laboratory Services and Health Care Cost Containment," American Public Health Assoc., 1983, Iona Vassel, Edward A. Belle, and Jennie J. Kronenfeld, (Dallas, TX).

"Implementation and Evaluation of A Health Promotion Program For Public Employees," American Public Health Assoc., 1983, J.J. Kronenfeld, S. Blair, K. Davis, and Z. Salisbury, (Dallas, Texas).

"Knowledge and Behavior of Preventive Patients Related to Smoking and Alcohol Use," American Public Health Assoc., 1983. W. Ward, J. Kronenfeld, J. Fraser, K. Robertshaw, E. Orton, B. Pettitt, R. Wade, and T. Austin, (Dallas, Texas).

"Men & Women Together: The Impact of Birth Control Technology On Male-Female Relationships," Southeastern Women's Studies Association, 1984, M.L. Whicker, and J.J. Kronenfeld, (Columbia, SC).

"The Politics of the Majority 'Minority' Group: Technology & The Role of Women In Politics," Southwest Political Science Association, 1984, J.J. Kronenfeld, and M.L. Whicker, (Dallas, TX).

- "Dual Career Families," Panel Participant, Southern Sociological Society, 1984, (Knoxville, TN).
- "Risk Factors and Psychosocial Predictors of Intent to Participate In Worksite Health Promotion Activities," Society of Behavioral Medicine, 1984, Davis, K., Blair, S., Jackson, K., Kronenfeld, J. and Salisbury, Z., (Philadelphia, PA).
- "Diagnostic Related Groups and Health Policy," Medical Library Association, 1984, Jennie J. Kronenfeld, (Denver, CO).
- "Health Behavior of South Carolina State Employees: Early Results," South Carolina Public Health Association, 1984. Jennie J. Kronenfeld, (Myrtle Beach, SC).
- "Teaching Sociology & Sociological Concepts In A Public Health Setting," American Sociological Association, 1984. Jennie J. Kronenfeld, (San Antonio, TX).
- "Health Related Behavior: Models of Change and Inhibiting Factors," American Sociological Association, 1984. Jennie J. Kronenfeld, (San Antonio, TX).
- "Policy Issues In Providing Health Promotion Programs for State Employees," American Public Health Association, 1984. J.D. Gimarc, D. Maysey, J.J. Kronenfeld, S.N. Blair, and J. Gelfman-Lamkin, (Anaheim, CA).
- "Intent to Participate In Worksite Health Promotion Activities: A Model of Psychosocial Variables," American Public Health Association, 1984. Davis, K.E., Jackson, K.L., Kronenfeld, J.J. and Blair, S., (Anaheim, CA).
- "Stepwise Needs Assessment for BSE Programs," American Public Health Association, 1984. Ureda, J., Jackson, K., Kronenfeld, J., Ward, B. and Dickson, G., (Anaheim, CA).
- "Evaluation of Appropriate and Inappropriate Use of EMS Services," American Public Health Association, 1984. Kronenfeld, J., Jackson, K., McVeigh, R., and Raymond, J., (Anaheim, CA).
- "Unintended Consequences, Organizational Theory, and The Policy Process: The DRG Example," American Public Health Association, 1984. Kronenfeld, J.J. and Gay, Greer E., (Anaheim, CA).
- "Dilemmas of High Technology for Changes in the Status of Women," Southwest Political Science Association, 1985. J. J. Kronenfeld and M. L. Whicker (Houston, TX).
- "Careers for Sociologists in Schools of Public Health." Southern Sociological Society, 1985. Jennie J. Kronenfeld (Charlotte, N.C.).
- "Health Behavior, Physical Activity, and Perceived Health In A Retirement Center Population," Southern Gerontological Association Meeting, 1985. Caroline A. Macera, Jennie J. Kronenfeld, Harriett Williams, Ann Comerford (Tampa, FL).
- "Religion and Political Leadership," American Political Science Association, 1985. Jennie J. Kronenfeld and Marcia L. Whicker (New Orleans, LA).

- "A Model of the Impact of Birth Control On Intimate Relationships," Society for the Study of Social Problems, 1985. Marcia L. Whicker and Jennie J. Kronenfeld (Washington, DC).
- "Health Behavior and Attitude Change: Does Health Promotion Matter," Society for the Study of Social Problems, 1985. Jennie J. Kronenfeld, Kirby L. Jackson, Steven N. Blair, Keith Davis (Washington, DC).
- "Feminist Movements and Changes in Sex Roles: The Influence of Technology," American Sociological Association, 1985. Jennie J. Kronenfeld and Marcia L. Whicker (Washington, DC)
- "Weighted Least Squares (WLS) Models for Analysis of Pap Test Utilization," American Public Health Association, 1985. Martin C. Weinrich and Jennie J. Kronenfeld (Washington, DC)
- "Changes in Nutrition Practices in Health Promotion," American Public Health Association, 1985. J.J. Kronenfeld, R. Sargent, K. Jackson, K. Davis, S. Blair (Washington,DC)
- "Evaluating Health Promotion: A Longitudinal, Quasi-Experimental Design," American Public Health Association, 1985. J.J. Kronenfeld, K. Jackson, S. Blair, K. Davis, Z. Salisbury, J. Gimarc, D. Maysey, J. Gelfman-Lamkin (Washington, DC)
- "Secular Trends of Changing Health Behaviors," American Public Health Association, 1985. J.J. Kronenfeld, K. Jackson, K. Davis, S. Blair (Washington, DC)
- "Breast Self-Examination Practice Behaviors of Working Women," Oncology Nursing Forum, 1986. G. W. Dickson, M.A. Parsons, P. Greaves, K.L. Jackson, J.J. Kronenfeld, J.R. Ureda, and W.B. Ward (Los Angeles, CA)
- "Panel on Women and Health," Session Organizer and President, Southern Sociological Society, 1986 (New Orleans).
- "Assessing the Impact of Exercise Programs: Improved Fitness Measures," Prevention '86. Kirby L. Jackson, Taryn Carter, Jennie J. Kronenfeld, Caroline A. Macera, Steven N. Blair (Atlanta, GA).
- "Body Mass Index, Body Density, and Skinfold Measurements in the Elderly," Southern Gerontological Society, 1986. Kronenfeld, Jennie J., Teresa A. Payne, Kirby L. Jackson, Caroline A. Macera, Steven N. Blair (Norfolk, VA).
- "Health Behaviors In Active and Inactive Individuals," Southern Gerontological Society, 1986. Gerald W. Hagenmaier, Caroline A Macera, Jennie J. Kronenfeld, Kirby L. Jackson, Steven N. Blair (Norfolk, VA).
- "Body Mass, Density Measures, Age and Fitness," Society for Epidemiologic Research, 1986. Jackson, Kirby L.; T. Payne, C.A. Macera, J.J. Kronenfeld, S.N. Blair (Pittsburgh, PA).
- "Changing Norms In Health Care: The Creation of Well Roles," American Sociological Association, 1986. Jennie J. Kronenfeld and Deborah C. Glik (New York).
- Panel Member, "Job Options for Medical Sociologists," SWS Annual Meeting, 1986 (New York).

- "Health Behavior Practices Across the Lifecycle," Society for the Study of Social Problems, 1986. Jennie J. Kronenfeld, Kirby L. Jackson, Caroline A. Macera, Steven N. Blair (New York).
- "Comparison of Orthopedic Problems In Active and Inactive Men and Women," American Public Health Association, 1986. C.A. Macera, K. L. Jackson, G.W. Hagenmaier, J.J. Kronenfeld, and S.N. Blair (Las Vegas).
- "Well Roles and Staying Well," American Public Health Assoc., 1986, J. Kronenfeld and D. Glik (Las Vegas).
- "Health Promotion Projects and Increased Exercise," American Public Health Association, 1986, Jennie J. Kronenfeld, Kirby L. Jackson, Russell R. Pate, Keith E. Davis, and Steven Blair (Las Vegas).
- "Promoting Health: Linkages Between Health Habits," American Public Health Association, 1986. Jennie J. Kronenfeld, Kirby L. Jackson, Carol Macera, Jerry Hagenmaier, Steven N. Blair (Las Vegas).
- "DRGs and Hospital Services Markets In South Carolina," American Public Health Association, 1986. E. Greer Gay, Jennie J. Kronenfeld, Roger L. Amidon, and Samuel L. Baker (Las Vegas).
- "Smoking Behavior and Attitudes In the Workplace," American Public Health Association, 1986. Teresa Stephens, Carol Garrison, Kirby L. Jackson, Jennie J. Kronenfeld, and Steven N. Blair (Las Vegas).
- "Determinants of Participation In Worksite Health Promotion," American Public Health Association, 1986. Keith E. Davis, Kirby L. Jackson, Jennie J. Kronenfeld, and Steven Blair (Las Vegas).
- "Changing Practice Patterns In Response to DRGs: the Hospitalized Nursing Home Patient," American Public Health Association, 1986. E. Greer Gay, Jennie J. Kronenfeld, Roger L. Amidon, and Samuel L. Baker.
- "Prevalence and Relationships Among Injury Prevention Practices." J. J. Kronenfeld, K. Jackson, S.N. Blair, Prevention '87 (Atlanta).
- "Well Roles and Health Concerns Among College Students," Southern Sociological Society, 1987, Glik, Deborah C., Richard Petosa and Jennie J. Kronenfeld (Atlanta).
- Health Practices and Their Relationship to Health Status," J. J. Kronenfeld, K. Jackson, C. Macera, J. Hagenmaier, S.N. Blair, Prevention '87 (Atlanta).
- "Comparison of Selected Health Measures With Chronic Disease Outcomes In Young and Old," G.W. Hagenmaier, C.A. Macera, K. L. Jackson, J.J. Kronenfeld, S.N. Blair, Southern Gerontological Association, 1987 (New Orleans).
- "Changing Hospitalization Patterns for the Oldest Old: Implications for Health Policy," E. Greer Gay and Jennie J. Kronenfeld, Public Health Conference on Records and Statistics, 1987 (Washington, D.C.).

- "DRG's and the South Carolina Hospitals' Response," E. Greer Gay, Jennie J. Kronenfeld, Roger L. Amidon, Samuel L. Baker, Academy of Management, 1987 (New Orleans).
- "Variations in Safety Practices: The Role of Social Variables," Kronenfeld, Jennie J. and Kirby Jackson, Society for the Study of Social Problems, 1987 (Chicago).
- Panelist, "Revise and Resubmit Workshop," Sociologists for Women In Society, 1987 (Chicago).
- "A Psychosocial Pattern and Mode of Participation In Worksite Health Promotion Activities," K. E. Davis, K. Jackson, J. J. Kronenfeld, S. N. Blair, American Public Health Association, 1987 (New Orleans, LA).
- "Going Home Early: Impact of DRGs on Home Health Service Referral," E. Greer Gay, Samuel L. Baker and Jennie J. Kronenfeld, American Public Health Association, 1987 (New Orleans, LA).
- "Retrenchment in the Frail, Elderly Service Market: A DRG Response," E. Greer Gay and Jennie J. Kronenfeld, American Public Health Association, 1987 (New Orleans, LA).
- "Responses of Hospital Administrators to a Changing Fiscal Environment: The Case of South Carolina," Jennie J. Kronenfeld and E. Greer Gay, Southern Political Science Assoc., 1987 (Charlotte, NC).
- Panelist, "Tenure and Promotion: Tricks to Stay on Track," Southern Sociological Society, 1988 (Nashville, TN).
- "The Medicaid High Risk Channeling Project: Strategies for Evaluation," Samuel L. Baker, Jennie J. Kronenfeld, Mark Schluchter and Roger Amidon, South Carolina Public Health Association, 1988. (Myrtle Beach).
- "The Impact of AIDS on Male-Female Relationships," Marcia L. Whicker and Jennie J. Kronenfeld, Special Conference on Modeling the AIDS Epidemic and Policies to Control It. University of Pittsburgh School of Public Health and of Public and International Affairs, 1988. (Pittsburgh, PA).
- "An Environmental Jolt: The DRG Experience," E. Greer Gay and Jennie J. Kronenfeld, Academy of Management, 1988 (Los Angeles, CA).
- Kronenfeld, Jennie J. and Deborah L. Glik, "Perceptions of Risk and Health Practices: Conceptual Development," Society for the Study of Social Problems, 1988 (Atlanta, GA).
- Lescoe-Long, Mary Ann and Jennie J. Kronenfeld. "Allied Health Fields and Professionalization: Is There Movement Toward a Professional Model," American Sociological Association, 1988 (Atlanta, GA).
- "Feminism Within the Science and Healthcare Professions: Overcoming Resistances", USC Womens Studies Research Seminar, 1988 (Columbia) SC, Panel Member.

- "Evaluation of a Medicaid High Risk Channeling Project," Jennie J. Kronenfeld and Samuel L. Baker, American Public Health Association, 1988. (Boston, MA).
- "DRG Creep Much Greater than Expected for Medicaid in South Carolina," Sam Baker and Jennie J. Kronenfeld, American Public Health Association, 1988. (Boston,MA).
- "Perceived Risk of Childhood Injury Among Parents of Pre-Schoolers," Deborah C. Glik, Jennie J. Kronenfeld, Kirby L. Jackson, American Public Health Association, 1988. (Boston, MA).
- "A Resource Intensive Medicare Patient/Effect of Profit Margin on Care," E. Greer Gay and J. J. Kronenfeld, American Public Health Association, 1988. (Boston, MA).
- "An Assessment of Knowledge, Risk, Perceptions and Risk Reduction Behavior Among Freshmen at USC," E. Ayer, F. Sy, C. Garrison, D. Glik, K. Jackson, J. Kronenfeld, APHA, 1988 (Boston, MA).
- "School Worksite Wellness Programs: A Successful Low-Cost Method for Statewide Implementation." D. Maysey, J.D. Gimarc, J.J. Kronenfeld, American Public Health Association, 1988 (Boston, MA).
- "AIDS and Dental Health Professionals: Knowledge, Attitudes, and Infection Control Practices," F. Sy, N. Steplight, J. Kronenfeld, J. Daniel, K. Jackson. 5th International Conference on AIDS, 1989 (Montreal).
- "Using DRGs For Program Evaluation: The S.C. Medicaid High Risk Channeling Project," Samuel Baker and Jennie Kronenfeld, Association for Health Services Research, 1989 (Chicago).
- "Well Roles: An Approach to Reincorporate Role Theory Into Medical Sociology," Deborah C. Glik and Jennie J. Kronenfeld, American Sociological Association, 1989, (San Francisco).
- "Access to Health and Proposed Government Changes: Impacts for Business and the Public," Kronenfeld, Jennie J. Presentation at the 1989 Blumenthal Conference on Social Responsibility, Medicine in the Marketplace, Queens College, Little Switzerland, NC.
- "Effects of DRGs, HMOs, Rate Setting: A Tale of Two States," E. Greer Gay, Jennie Kronenfeld, and Frederick Dittmann. American Public Health Association, 1989, (Chicago).
- "Parents' Perceptions of Risk: Linkages to Safety Behaviors for Younger Children," D. C. Glik, J. J. Kronenfeld, and K. L. Jackson. American Public Health Association, 1989 (Chicago).
- "Infection Control Practices and Knowledge/Attitudes Towards AIDS Among Dental Health Professionals," J. J. Kronenfeld, K. Jackson, F. Sy, J. Daniels, and N. Steplight. American Public Health Association, 1989 (Chicago).
- "Safety Practices of Mothers of Young Children," Kirby L. Jackson, Jennie J. Kronenfeld, Deborah C. Glik. American Public Health Association, 1989 (Chicago).

- "Examination of Non-Response to a Mail Survey of Physical Activity, Physical Fitness and Health," C. A. Macera, D. R. Davis, K. L. Jackson, J. J. Kronenfeld, S. N. Blair. American Public Health Association, 1989 (Chicago).
- "Perceived Risk: Uses In Medical Sociology Research," J.J. Kronenfeld and D.C.Glik, Southern Sociological Society, 1990 (Louisville, KY).
- Organizer and Presider, Sociology and AIDS Session, Southern Sociological Society, 1990 (Louisville, KY).
- Organizer and Presider, "Self Care and Informal Care," American Sociological Association, 1990 (Washington, D.C.).
- "Predictors of Risk Perceptions of Childhood Injury Among Parents of Preschool Children," D. Glik, J. Kronenfeld, and K. Jackson, American Sociological Association, 1990 (Washington, D.C.).
- "High Risk Channeling To Improve Medicaid Maternal and Infant Care." Samuel L. Baker and Jennie J. Kronenfeld, 2nd Annual Conference on Health Care For the Poor and Uninsured, 1990 (Memphis, TN).
- "Evaluation of a Health Promotion Program For School Teachers," Jennie J. Kronenfeld, Keith Davis and Kirby Jackson. American Public Health Association, 1990 (New York).
- "Differences Between Responses For Phone and Non-phone Households," Kirby L. Jackson, Jennie J. Kronenfeld and Deborah Glik. American Public Health Association, 1990 (New York).
- "Predictors of Parents' Risk Perception of Child Injuries," Deborah Glik, Jennie J. Kronenfeld, Kirby Jackson. American Public Health Association, 1990 (New York).
- "Determinants of Home Safety Hazards of Preschool Children," Peggy Greaves, Deborah Glik, Kirby Jackson and Jennie J. Kronenfeld. American Public Health Association, 1990 (New York).
- "Relationship of Alcohol Use to Development of Hypertension," D.R.Davis, C.A. Macera, K.L. Jackson, J.J Kronenfeld and S.N.Blair. American Public Health Association, 1990 (New York).
- "Predicting Past and Current Health Behaviors and Psychological Measures Using a Value Expectancy Framework," Fred Fridenger, Steven N. Blair, Russell R. Pate, Jennie J. Kronenfeld, Henry G. Howe, Gwynne Parker, Aaron Blair. American Public Health Association, 1990. (New York).
- "Evaluation of a Health Promotion Program for School Teachers," Jennie J. Kronenfeld, K. Jackson, and K. Davis, American Journal of Health Promotion, 2nd Annual Conference, 1991 (Myrtle Beach, SC).
- "Desire for Participation in Work Related Decision Making Among Selected Hospital Employees," E.M. Reimels and Jennie J. Kronenfeld, Nursing Education Conference, 1991 (Richmond, VA).
- "Perceived Risk and Child Safety," Conference on Child Safety co-sponsored by CDC-NIH, 1991 (Washington, DC).

- "Predictors of Safety Behaviors Among Parents of Preschoolers," J.J. Kronenfeld, D. Glik and K. Jackson. American Sociological Association Annual Meeting, 1991 (Cincinnati, OH).
- "Perceived Risks, Actual Risks and Fire Safety Behaviors," K.L. Jackson, D.C. Glik, and J.J. Kronenfeld. American Public Health Association, 1991 (Atlanta, GA).
- "Determinants of Controllable In-Home Child Safety Hazards," D.C. Glik, P. Greaves, K. Jackson, J. Kronenfeld. American Public Health Association, 1991 (Atlanta, GA).
- "Adherence to and Assessment of Well Roles Among Adults," Deborah C. Glik and Jennie J. Kronenfeld, American Sociological Association, 1992 (Pittsburgh, PA).
- "Obtaining Grants from NIH," Panel Participant in Didactic Seminar in Grant Writing. American Sociological Association, 1992 (Pittsburgh, PA).
- "Hospital Closure in Small Rural Counties", J.C. Probst, Jennie J. Kronenfeld, Roger Amidon, American Public Health Association, 1992, (Washington, D.C.).
- Risk Perception of Serious Traffic Accidents Among Adults", Deborah Glik, Jennie J. Kronenfeld and Kirby Jackson, American Public Health Association, 1992 (Washington, D.C.).
- "Comparisons of Traffic Accidents and Chronic Disease Risk Perceptions," D.C. Glik, J.J. Kronenfeld and K. Jackson. American Sociological Association, 1993 (Miami, FL).
- "The Impact of Cost Containment on the Structure of Physician Care Strategies," M. Lescoe-Long, M.J. Long, R.L. Amidon, J.J. Kronenfeld & D.C. Glik. American Public Health Association, 1993 (San Francisco, CA).
- "Measuring Safety Behaviors of Parents of Young Children," J.J. Kronenfeld, D.C. Glik, M. Reiser, K. Jackson. American Public Health Association, 1993 (San Francisco, CA).
- "Safety Behaviors of Mothers of Young Children: Impact of Cognitive, Stress and Background Factors," Jennie J. Kronenfeld, M. Reiser & D.G. Glik. American Sociological Association, 1994 (Los Angeles, CA).
- "Licensure, Malpractice Insurance and Differing Models of Expanded Health Care Services in Public Schools," Jennie J. Kronenfeld, American Public Health Association, 1994. (Washington, D.C.).
- "Sociocultural Factors in Parental Response to Child Injury Risk, DC Glik and JJ Kronenfeld, American Sociological Association, 1995 (Washington, DC).
- "Predictors of Well Role Performance," American Public Health Association Meetings, D.C. Glik and J.J. Kronenfeld. 1995 (San Diego).
- "Anti-Government Statements and Support for Universal Medical Care," American Public Health Association Meetings, R.L. Goldstein, K. Goldstein and J.J. Kronenfeld. 1995 (San Diego).

"Response to Child Injury Among Hispanic and Non-Hispanic Parents," D. C. Glik and J.J. Kronenfeld, Pacific Sociological Association, 1996 (Seattle.)

"Must Health Policy for the Uninsured Defer to Current Anti-government Sentiment?" R. Goldsteen, K. Goldsteen, J.J. Kronenfeld, N. Hamm, AHSR Annual Meeting, 1996 (Atlanta).

Panel Participant, "Tenure and Promotion Procedures." SWS/ASA meetings, 1996 (New York).

"Varying Models of School-linked Health Care Services." J.J. Kronenfeld, APHA Meeting, 1996 (New York).

"Mediators for the Influence of Advertising Message Perception On the Perceived Social Image of Tobacco Use." Hye-ryeon Lee, David Buller, Laurie Chassin, Jennie Kronenfeld, David MacKinnon. APHA Meeting, 1996 (New York).

"The Growth of A Buyer-Beware Model In Health Care: The Impact of Managed Care on Changing Models of the Doctor-Patient Relationship." Jennie Jacobs Kronenfeld and Eugene Schneller. American Sociological Association Annual Meeting, 1997 (Toronto).

Lee, Hye-reon; Buller, David, Chassin, Laurie; Kronenfeld, Jennie; and MacKinnon, David. "Influence of Cigarette Promotion on Mediators of Smoking." 10th World Conference on Tobacco and Smoking, 1998.

Kronenfeld, Jennie Jacobs. Invited Paper. "Sociological Aspects of Prevention of Pedestrian Injury in Children." Conference on Preventing Pedestrian Injury, Centers for Disease Control, September 27-28, 1998.

Kronenfeld, Jennie Jacobs. Child Health, Social Policy and the New SCHIP Program: Linkages with Race and Ethnicity. American Sociological Association, August, 1999 (Chicago).

Kronenfeld, Jennie Jacobs and Sullivan, Deborah. Trends in Aging and Implications for Health Care. Pacific Sociological Association. March, 2000 (San Diego, CA).

Kronenfeld, Jennie Jacobs. "Children and Health Programs: An Early Look at Outreach Efforts for the CHIP Program." American Sociological Association, 2000 (Washington, D.C.).

Kronenfeld, Jennie Jacobs. Co-President and Discussant. "Women and Service to the Academy: A Form of Oppression or Liberation." American Sociological Association, 2000 (Washington, D.C.).

Kronenfeld, Jennie Jacobs and Mathiesson, Kathleen. "CHIP Outreach Efforts: Strategies in Minority Communities." American Public Health Association. 2000 (Boston).

Kronenfeld, Jennie Jacobs and Mathiesson, Kathleen. "Children and Health Programs: An Early Look at Outreach Efforts." American Public Health Association. 2000 (Boston).

Lee, Hye-ryeon, David MacKinnon, James Ranger-Moore, Laurie Chassin and Jennie Kronenfeld. Effectiveness of a Comprehensive Community Intervention in Reducing Youth Tobacco Use: Tucson

Full Court Press.” Presented at the 22nd annual meeting of Society of Behavioral Medicine, Seattle, Washington, March, 2001.

Mathieson, Kathleen and Kronenfeld, Jennie Jacobs. “Self-care in the Home: Functional Adaptations Among Older Adults in the Context of Health Status and Financial Resources.” American Sociological Association, August, 2001 (Anaheim, CA).

Ruff, Stacey and Kronenfeld, Jennie Jacobs. “The Impact of Socioeconomic Status on the Functional Ability of the Elderly.” American Sociological Association, August, 2001 (Anaheim, CA).

Mathieson, Kathleen; Kronenfeld, Jennie Jacobs and Keith, Verna. “ Functional Adaptations Among Older Adults: Comparing the Role of Health Status and Financial Resources”. American Public Health Association, October, 2001 (Atlanta).

Kronenfeld, Jennie Jacobs and Mathieson, Kathleen. Recruitment into the CHIP Program: Barriers to Enrollment and Outreach Success. American Public Health Association, October, 2001 (Atlanta).

Roundtable Presentation, Utilizing Youth To Prevent Adolescent Tobacco Use, American Academy of Health Behavior, March, 2002 (Napa Valley, CA).

Kronenfeld, Jennie Jacobs and Mathieson, Kathleen. Social Policy Concerns for US Children: Problems of CHIP Program and Immigration Issues. XV World Congress of Sociology, July, 2002 (Brisbane, Australia).

Kronenfeld, Jennie Jacobs and Mathieson, Kathleen. Health Care for US Children: What Can We Learn From a Critique of the CHIP Program. XV World Congress of Sociology, July, 2002 (Brisbane, Australia).

Apostolopoulos, Yorghos; Kronenfeld, Jennie; Sonmez, Sevil. CB Prostitution on America’s Highways: Sexual Networks and STI/HIV Risks of Long-Haul Truckers. XV World Congress of Sociology, July 2002 (Brisbane, Australia).

Kronenfeld, Jennie Jacobs and Mathieson, Kathleen M. Barriers to Enrollment and Successful Outreach Strategies in Arizona’s CHIP, American Sociological Association, 2002 (Chicago,IL).

Kronenfeld, Jennie Jacobs and Mathieson, Kathleen M. CHIP: A Social Science Analysis of Barriers to Enrollment and Design of Successful Outreach Programs, American Public Health Association Meetings, 2002 (Philadelphia, PA).

Kronenfeld, Jennie Jacobs. Fundamental Causes and a Critique of Risk Factors as Applied to Health Education. American Academy of Health Behavior, 2003 (St. Augustine, Florida).

Hye-ryeon, Lee; MacKinnon, David; Bauer, Joseph; Buller, David; Chassin, Laurie; Kronenfeld, Jennie Jacobs; Giovino, Gary. Ruling Out Alternative Explanations: Assessing Full Court Press Outcomes. 2003 National Conference on Tobacco in Health, 2003 (Boston, MA).

- Hye-ryeon, Lee; MacKinnon, David; Bauer, Joseph; Buller, David; Chassin, Laurie; Kronenfeld, Jennie Jacobs; Giovino, Gary. Assessing Mediators in Reducing Smoking Prevalence: The Full Court Press Program. 2003 National Conference on Tobacco in Health, 2003 (Boston, MA).
- Lewin, Ben; Ruf, Stacy; Kronenfeld, Jennie Jacobs. Gender Differences in the Effects of Socioeconomic Status on Physical Functioning Within Elderly Populations. American Sociological Association, 2003 (Atlanta, GA).
- Grineski, Sara. Kronenfeld, Jennie Jacobs. Bolin, Bob. In the Face Of Uncertainty: Community Health, Environmental Hazards and Statistical Significance. American Sociological Association, 2003 (Atlanta, GA).
- Bolin, B., S. Smith, E Hackett, S. Grineski, T. Collins, D. VUppaladadium and J. Kronenfeld. Toxic Tracts: A Historical Geography of Environmental Inequality in Phoenix, Arizona. Poster Presented at the 5th Annual Cap LTER Poster Symposium, 2003 (Tempe, AZ).
- Nieri, Tanya and Kronenfeld, Jennie Jacobs. Body Image and Body Management Among Latino and Other Adolescents. American Sociological Association, 2003 (Atlanta, GA).
- Apostolopoulos, Yorghos ;Sonmez, Sevil; Smith, Donna; Kronenfeld, Jennie; Castillo, Elis; and McLendon, Lucia. Occupational Health Of Mexican Migrant Farmworkers. 17th East Coast Migrant Stream Forum. St. Petersburg, 2004 (St. Petersburg, FL),
- Kronenfeld, Jennie Jacobs. Difficult economic times, state budgetary concerns, and limitations of incremental reform: Impact on CHIP and Medicaid. American Sociological Association, 2004 (San Francisco, CA).
- Kim, Sam S., Kronenfeld, Jennie J and Rivers, P. Effects of Race, Ethnicity and Income on Dental Utilization. American Sociological Association, 2005 (Philadelphia, PA).
- Organizer and Presider, Health, Illness and Care in An Aging Society, Medical Sociology Section Sponsored Session at American Sociological Association Meetings, 2005 (Philadelphia, PA).
- Kim, Sam S., Kronenfeld, Jennie J and Rivers, P. Race and SES Differences in Predictors of Dental Care Use. American Public Health Association Meetings, 2005 (Philadelphia, PA).
- Kim, Sam S, Frimpong, Jemima A, Rivers Patrick A and Kronenfeld, Jennie J. Effects of Maternal Characteristics on Up to Date Immunization Status of Children Ages 19-35 months. American Public Health Association Meetings, 2005 (Philadelphia, PA).
- Presider, National Sciences and National Health. Imagination: The Cultural Praxis of Zionism Conference, sponsored by Jewish Studies Program, ASU, 2006 (Tempe, AZ).
- Kim, Sam S., Frimpong Jemima A. Rivers, Patrick A. and Kronenfeld, Jennie J. The Impact of Maternal Characteristics on Immunization Status of US Children. Population Association of America Annual Meetings, 2006 (Los Angeles, CA).
- Ayer, Stephanie L., Kronenfeld, Jennie J. , Kim, Sam S., Frimpong Jemima A. and Rivers, Patrick A.

Geographic Disparities in Mental Health Use, Academy of Health Annual Meeting, 2006 (Seattle, WA).

Organizer and Presider, Sociology of HIV and AIDS, RC-15, International Sociological Association Meetings, 2006 (Durban, South Africa).

Organizer and Presider, Health Policy, Medical Sociology Section Sponsored Session at American Sociological Association Meetings, 2006 (Montreal, Canada).

Ayer, Stephanie L., and Kronenfeld, Jennie J. Chronic Illness and Health Seeking Behavior on the Internet. American Sociological Association Annual Meeting, 2006 (Montreal, Canada).

Ayers, Stephanie L, Kronenfeld, Jennie J. , Kim, Sam S., Frimpong Jemima A. and Rivers, Patrick A. Geographic Disparities in Adult Mental Health Utilization and Need for Services. American Public Health Association Annual Meeting, 2006 (Boston, MA).

Ayers, Stephanie and Kronenfeld, Jennie Jacobs. Does Philosophical Congruence Theory Explain Racial and Ethnic Differences in Use of CAM? American Sociological Association, 2007 (New York).

Ohta, Brenda and Kronenfeld, Jennie Jacobs. Hospital Utilization at the End of Life: Variations Between Traditional Medical Care and Managed Care Populations. American Sociological Association, 2007 (New York).

Ayers, Stephanie and Kronenfeld, Jennie Jacobs. Methodological Challenges in Creating CAM Modalities: Findings From the 2002 National Health Interview Survey. American Public Health Association, 2007 (Washington, D.C.).

Rohlfen, Leah and Kronenfeld, Jennie Jacobs. Limitations Among Adults with Arthritis: An Analysis of Duration, Severity, Type and Change in Severity of Arthritis. American Public Health Association, 2007 (Washington, D.C.).

Ayers, Stephanie and Kronenfeld, Jennie Jacobs. Racial and Ethnic Differences in Complementary and Alternative Medicine Utilization: The Importance of Theory. American Public Health Association, 2007 (Washington, D.C.).

Kronenfeld, Jennie Jacobs and Ayers, Stephanie. Complementary and Alternative Medicine Utilization: The Impact of Race, Ethnicity and Immigration. American Academy of Health Behavior, 2008 (Oxnard, Ca).

Benin, Mary and Kronenfeld, Jennie Jacobs. A Comparison of Family Effects on the Overweight Status of Children and Adolescents. Population Association of America Annual Meeting, 2008. (New Orleans).

Rohlfen, Leah, Haas, Stephen and Kronenfeld, Jennie Jacobs. Gender Disparities in Trajectories of Functional Health Limitations. Population Association of America Annual Meeting, 2008. (New Orleans).

Kronenfeld, Jennie Jacobs and Rohlfen, Leah. Gender Disparities in Trajectories of Mental Health:

Analysis of Depressive Symptoms and Alcohol Use Among Older Adults. International Sociological Association, Research Committee On the Sociology of Health, RC-15 Meeting, 2008 (Montreal, Canada).

Kronenfeld, Jennie Jacobs; Ayers, Stephanie L. Patterns of Use of Complementary and Alternative Medicine: A Factor Analytic Approach. International Sociological Association, Research Committee On the Sociology of Health, RC-15 Meeting, 2008 (Montreal, Canada).

Benin, Mary and Kronenfeld, Jennie Jacobs. A Comparison Of Family Effects on the Overweight Status of Adolescent Boys and Girls. American Sociological Association, 2008 (Boston, MA).

Lee, Chioun, Ayers, Stephanie L, Kronenfeld, Jennie Jacobs, Frimpong Jemima A., Rivers, Patrick A. and Kim, Sam S. Specialty Care Utilization: The Importance of Examining Sequential Movements Within the US Health Care System. American Sociological Association, 2008 (Boston, MA).

Rohlfen, Leah; Kronenfeld, Jennie Jacobs and Haas, Steven. An examination of gender disparities in functional health limitations. American Public Health Association Meetings, 2008 (San Diego, Ca).

Rohlfen, Leah; Kronenfeld, Jennie Jacobs and Haas, Steven. Older adults and issues of depressive symptoms and alcohol use: Gender disparities in mental health. American Public Health Association Meetings, 2008 (San Diego, Ca).

Lee, Chioun; Ayers, Stephanie; Kronenfeld, Jennie Jacobs; Frimpong, Jemima A. Rivers, Patrick, Kim, Sam S. Research on specialty care: Examination of sequential movements within health care services. American Public Health Association Meetings, 2008 (San Diego, Ca).

Lee, Chioun; Kronenfeld, Jennie Jacobs. Ayers, Stephanie. Causal pathways between race, SES, and health: Does provider discrimination really affect health status? American Public Health Association Meetings, 2008 (San Diego, Ca).

Ohta, Brenda and Kronenfeld, Jennie Jacobs. Disparities in Hospital Utilization at the End of Life: Influence of Age, Race, Insurance Type, and Hospital Capacity. American Public Health Association Meetings, 2008 (San Diego, Ca).

Benin, Mary and Kronenfeld, Jennie Jacobs. Overweight Status of Adolescent Girls: Analyses of Data from the National Survey of Children's Health. American Public Health Association Meetings, 2008 (San Diego, Ca).

Ohta, Brenda and Kronenfeld, Jennie Jacobs. Acute Care Hospitalization at the End of Life: Effects of Advanced Age and Ethnicity on Treatment Intensity. Gerontological Society of America, 2008 (Maryland).

Organizer and Presider, Health Policy and Reform: Fifty Years of Medical Sociology-Contributions and New Directions, Medical Sociology Section Session, American Sociological Association, 2009 (San Francisco, Ca).

Chioun, Lee, Ayers, Stephanie and Kronenfeld, Jennie Jacobs. The Association Between Perceived Provider Discrimination, Health Care Utilization, and Health Status, American Sociological Association, 2009 (San Francisco, Ca).

- Ayers, Stephanie L. and Kronenfeld, Jennie Jacobs. Using zero-inflated models to understand how chronic conditions and chronic pain impact CAM utilization. American Public Health Association, 2009 (Philadelphia, PA).
- Ohta, Brenda and Kronenfeld, Jennie Jacobs. End-of life care for older adults: Hospital deaths, bedside decisions, and lessons learned from a mixed methods approach. American Public Health Association, 2009 (Philadelphia, PA).
- Organizer and Presider, Two Sessions on Health Behaviour, RCA 15 – Health Sociology, International Sociological Association, 2010 (Göteborg, Sweden).
- Ayers, Stephanie and Kronenfeld, Jennie Jacobs. Delays in Seeking Conventional Medical Care as A Factor for Cam Utilization. American Sociological Association, 2010 (Atlanta, GA).
- Ohta, Brenda and Kronenfeld, Jennie Jacobs. Mixed Methods Analysis: Enhancing Understanding of Hospital Care For Dying Patients. American Sociological Association, 2010 (Atlanta, GA).
- Ayers, Stephanie and Kronenfeld, Jennie Jacobs. Linkages Between Conventional Medical Care and ACHP Utilization. American Public Health Association, 2010 (Denver, CO).
- Cau, Boaventura and Kronenfeld, Jennie Jacobs. The Onset of Physical Function Limitations: The Impact of Gender, Weight and Socioeconomic Status. American Sociological Association, 2011 (Las Vegas, NV).
- Huang, Chih-Chien; Haas, Steven; and Kronenfeld, Jennie Jacobs. I'm Obese Because I'm Stuck: Obesity, Life Course Socioeconomic Status and Social Mobility, American Sociological Association, 2011 (Las Vegas, NV).
- Kronenfeld, Jennie Jacobs; Palmer, Doris A.; and Sullivan, Deborah. Experiences of Bariatric Surgery Patients. American Academy of Health Behavior, 2012 (Austin, TX).
- Kawakami, Atsuku, and Kronenfeld, Jennie Jacobs. Views of Japanese Immigrant Women About Care As They Age. American Sociological Association, 2012 (Denver, CO).
- Palmer, Doris A and Kronenfeld, Jennie Jacobs. Social and Health Changes Following Bariatric Surgery. American Sociological Association, 2012 (Denver, CO).
- Rafieei, Noshin and Kronenfeld, Jennie Jacobs. Differences Between Men and Women in Adjustment to Widowhood and Linkage to Negative Health Behaviors. American Academy of Health Behavior, 2013 (Santa Fe, NM).
- Huang, Chih-Chien, and Kronenfeld, Jennie Jacobs. Obesity/Underweight Disparities by Gender and Education in Mainland China and Taiwan. Population Association of America, 2013 (New Orleans, LA).
- Huang, Chih-Chien, and Kronenfeld, Jennie Jacobs. Can Household Technology Be Blamed for Chinese Obesity? American Sociological Association, 2013 (New York).
- Kronenfeld, Jennie Jacobs. Health Care Disparities in the United States. Affordable Healthcare's Next Act. Symposium sponsored by Gitenstein Institute for Health Law and Policy, Hofstra University, October, 2013 (Invited Speaker).

Huang, Chih-Chien; Ayers, Stephanie and Jennie J. Kronenfeld. Gender, Body Mass, and Economic Outcomes: Chinese Social Change and Weight Penalty. Population Association of America, 2014 (Boston, MA.).

Huang, Chih-Chien; Yabiku, Scott T. and Jennie J. Kronenfeld. The Effect of Household Technology on Obesity and Weight Gain Among Chinese Adults. Population Association of America, 2014 (Boston, MA.).

Organizer and Presider, Session on Women and Health, RCA 15 – Health Sociology, International Sociological Association, 2014 (Yokohama, Japan).

Organizer, Session on Health Care Inequalities and Disparities, RCA 15 – Health Sociology, International Sociological Association, 2014 (Yokohama, Japan).

Palmer, Doris and Kronenfeld, Jennie Jacobs. Satisfaction with Appearance and Social Relationships Following Bariatric Surgery. American Sociological Association, 2014 (San Francisco).

Huang, Chih-Chien; Yabiku, Scott T., Ayers, Stephanie and Jennie J. Kronenfeld. Overweight/Obesity Penalties in Economic Outcomes: A Longitudinal Study of Chinese Adults, 1991-2009. American Sociological Association, 2014 (San Francisco).

Stephen S. Kulis

Curriculum Vitae

January 2015

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EDUCATION

Ph.D. Sociology, 1984, Columbia University.
Dissertation: "Why honor thy father and mother? The effects of social mobility and social class on intergenerational solidarity in later life"

M. A. Sociology, 1977, Columbia University.
Thesis: "Abortion: Mobilization and counter-mobilization"

B.A. Psychology and Sociology, 1975, George Washington University.

AREAS OF SPECIALIZATION

Cultural processes in health disparities and cultural adaptation of prevention programs
Ecodevelopmental influences on youth substance use

POSITIONS HELD

- 2008- Cowden Distinguished Professor of Sociology, Sociology Program
T. Denny Sanford School of Social and Family Dynamics, Arizona State University.
- 2005- Director of Research, Southwest Interdisciplinary Research Center (ASU).
- 2007, 09 Acting Director, Southwest Interdisciplinary Research Center (ASU).
- 2006-08 Professor, Sociology Program, School of Social and Family Dynamics (ASU).
- 2002-04 Methodology Director, Southwest Interdisciplinary Research Consortium (ASU).
- 1998-06 Professor, Department of Sociology, Arizona State University.
- 1990-98 Associate Professor, Department of Sociology, Arizona State University.
- 1984-90 Assistant Professor, Department of Sociology, Arizona State University.
- 1984-87 Assistant Director, Survey Research Laboratory, Arizona State University.
- 1982-84 Research Associate & Project Director, School of Social Work, Columbia University.
- 1981-82 Data Analyst, Brookdale Center on Aging, City University of New York.
- 1979-80 Adjunct Lecturer, Sociology Dept., Queens College, City University of New York.
- 1977-79 Adjunct Lecturer, Sociology Dept., Brooklyn College, City University of New York.
- 1975-76 Instructor, Saint Xavier High School, Louisville, Kentucky.

PROFESSIONAL AFFILIATIONS

Adjunct Faculty, Graduate Program in Social Science and Social Intervention, Universidad Pablo de Olavide, Seville, Spain

Faculty Affiliate, School of Social Work, Arizona State University

Faculty Affiliate, Justice and Social Inquiry Program, School of Social Transformation, ASU.

Faculty Affiliate, Women and Gender Studies Program, School of Social Transformation, ASU.

PROFESSIONAL MEMBERSHIPS

American Public Health Association

Pacific Sociological Association

American Sociological Association

Society for Prevention Research

Council on Social Work Education

Society for Social Work and Research

EXTERNALLY FUNDED RESEARCH

“Health Disparities Research at SIRC: Cultural Processes in Risk and Resiliency,” 06/01/2012 – 01/31/2017. National Institutes of Health/National Institute on Minority Health and Health Disparities (2P20MD002316, F. Marsiglia, P.I.), \$6,307,851. Roles: Principal Investigator for the center grant’s “Research Core”; Principal Investigator for the center grant main study, “Urban American Indian Youth Substance Use: Ecodevelopmental Influences.”

“Using CBPR to Adapt a Culturally-grounded Prevention Curriculum for Urban American Indian Parents,” 09/30/2010 – 07/31/2015. National Institutes of Health/National Institute on Minority Health and Health Disparities (R01 MD006110), \$1,906,250. Role: Principal Investigator.

“Health Disparities Research at SIRC: Cultural Processes in Risk and Resiliency,” 09/30/2007 – 05/31/2012. National Institutes of Health/National Center on Minority Health and Health Disparities (P20 MD002316, F. Marsiglia, P.I.), \$7,178,038. Roles: Principal Investigator for the center grant’s “Research Core” (P20 MD002316-019001); Co-Principal Investigator for the center grant main study, “Culturally-Specific Substance Abuse Prevention for Urban American Indian Youth” (P20 MD002316-010004, Eddie F. Brown, P.I.)

“Drug Resistance Strategies - DRS-4,” 2003-2008. National Institutes of Health/National Institute on Drug Abuse (R01 DA05629, M. Hecht, P.I.), \$4,063,286. In partnership with Pennsylvania State University. Role: Co-Principal Investigator for ASU subcontract of \$1,451,215.

“Southwest Interdisciplinary Research Consortium,” 2002-2007. National Institutes of Health /National Institute on Drug Abuse (R24 DA13937, F. Marsiglia, P.I.), \$2,168,750. Role: Co-Principal Investigator.

“The Next Generation of Drug Abuse Prevention Research,” 2001-2003. National Institutes of

Health /National Institute on Drug Abuse (R01 DA14825, F. Marsiglia, P.I.), \$300,816. Role: Co-Principal Investigator.

“Black Scientists and Engineers on Post-secondary Faculties: Organizational Barriers to Recruitment and Equity in Academic Rewards,” 1993-1996. The Spencer Foundation, \$86,520. Role: Principal Investigator.

“Gender Equity among Academic Scientists and Engineers: An Organizational Analysis,” 1990-1992. National Science Foundation (SES 8922477), \$34,540. Role: Principal Investigator.

American Sociological Association, 1985-1988: four grants for longitudinal studies of the status of women and minorities in sociology, \$2,600. Role: Co- Principal Investigator.

“A Causal Analysis of the Role of Social Mobility, Socioeconomic Status, Proximity and Other Social Factors in Interaction and Aid to Older Parents,” 1982. Brookdale Institute on Aging & Adult Human Development, Columbia University, \$2,250. Role: Principal Investigator.

“Intergenerational Social Mobility and Patterns of Interaction and Aid between Aged Parents and their Adult Children,” 1981. Brookdale Institute on Aging and Adult Human Development, Columbia University, \$2,500. Role: Principal Investigator.

INTERNALLY FUNDED RESEARCH

“Hierarchical Models of Racial Inequities in Academia,” 1996-1997. Arizona State University College of Liberal Arts and Sciences Mini-Grant, \$477. Role: Principal Investigator.

“Organizational and Labor Market Influences on the Recruitment of Black Faculty in Science and Engineering,” 1993. Arizona State University Faculty Grant-in-Aid, \$5,489. Role: Principal Investigator.

“Departmental and Institutional Sources of Change in Sex Segregation within Academic Sociology,” 1989. Arizona State University Faculty Grant-in-Aid, \$3,000. Role: Principal Investigator.

“Social Class and the Influence of Past and Present Reciprocity on Parent-Child Relations in Later Life,” 1986. Arizona State University Faculty Grant-in-Aid, \$3,000. Role: Principal Investigator.

“Demoralization, Life Quality and Social Support after AFDC Cutbacks,” 1985. Arizona State University Faculty Grant-in-Aid, \$2,400. Role: Principal Investigator.

INSTRUCTIONAL GRANTS

“Involving Undergraduates in Sociological Research,” 1995-1997. National Science Foundation, Instrumentation and Laboratory Improvement Program (DUE-9551560), \$54,404

(half in matching from Arizona State University). Role: Co- Principal Investigator.

“Collaborative Learning for Introductory Sociology Students (CRISS),” 1995. Arizona State University, College of Liberal Arts and Sciences Grant to Improve Undergraduate Education, \$3,075. Role: Principal Investigator.

AWARDS & HONORS

Visiting Fellowship, Australian National University, National Center for Epidemiology and Population Health, 1991.

John W. Burgess Distinguished Fellow, Columbia University, 1979-80.

Presidential Fellowship, Columbia University, 1976-79.

Elected to Phi Beta Kappa, George Washington University, 1975.

Scholarship, George Washington University, 1971-75.

BOOKS

Marsiglia, F. F., & Kulis, S. S. (2015). *Diversity, oppression, and change: Culturally grounded social work* (2nd edition). Chicago, IL: Lyceum Press.

Kulis, S. S. (1991). *Why honor thy father and mother? Class, mobility, and family ties in later life*. New York: Garland Press.

BOOK CHAPTERS

Marsiglia, F. F., Kulis, S. S., Wagstaff, D. A., Elek, E., & Dran, D. (2005). Acculturation status and substance use prevention with Mexican and Mexican-American youth. Pp. 85-111 in Mario R. de la Rosa, Lori K. Holleran, & S. Lala Ashenberg Straussner, (eds.), *Substance abusing Latinos: Current research on epidemiology, prevention, and treatment*. Haworth Press.

Litwak, E., & Kulis, S. S. (1983). Changes in helping networks with changes in the health of older people: Social policy and social theory. Pages 337-357 in E. Yuchtman-Yaar & S.E. Spiro, (eds.), *Evaluating the welfare state*. New York: Academic Press.

PEER REVIEWED ARTICLES († denotes graduate student co-author)

In Press

García-Pérez, H., Marsiglia, F. F., & Kulis, S. S. (in press). Normas sociales, capital social y consumo de alcohol en una comunidad de estudiantes en Guanajuato. *Revista Salud Mental*. Accepted January 5, 2014.

Kulis, S. S., Ayers, S. L., & †Baker, T. M. (in press). Parenting in 2 Worlds: Pilot results from a culturally adapted parenting program for urban American Indians. *The Journal of Primary Prevention*. Accepted October 3, 2014.

Marsiglia, F., Kulis, S. S., †Booth, J. M., Nuño-Gutierrez, B. L., & Robbins, D. E. (in press). Long-term effects of the *keepin' it REAL* Model Program in Mexico: Substance use trajectories of Guadalajara middle school students. *The Journal of Primary Prevention*. Advance online publication. doi: 10.1007/s10935-014-0380-1 Accepted October 30, 2014.

†Martinez, M., Ayers, S. L., Kulis, S. S., & Brown, E. F. (in press). The relationship between peer, parent and grandparent norms and intentions to use substances for urban American Indian youth. *Journal of Child and Adolescent Substance Abuse*. Accepted June 4, 2013.

Nieri, T. A., Apkarian, J., Kulis, S. S., & Marsiglia, F. F. (in press). Effects of a youth substance use prevention program on stealing, fighting, and weapon use. *The Journal of Primary Prevention*. doi: 10.1007/s10935-014-0373-0. Accepted July 2, 2014.

Sangalang, C., Chen, A. C. C., Kulis, S. S., & Yabiku, S. T. (in press). Development and validation of a racial discrimination measure for Cambodian American adolescents. *Asian American Journal of Psychology*. Accepted February 21, 2014.

2014

Marsiglia, F. F., †Booth, J. M., Ayers, S. L., Nuño-Gutierrez, B. L., Kulis, S. S., & †Hoffman, S. (2014). Short-term effects on substance use of the *keepin' it REAL* pilot prevention program: Linguistically adapted for youth in Jalisco, Mexico. *Prevention Science*, 15(5), 694-704. doi: 10.1007/s11121-013-0421-7 [PMCID: PMC3923501]

Okamoto, S. K., Kulis, S. S., Helm, S., Edwards, C., & †Giroux, D. (2014). The social context of drug offers and their relationship to drug use of rural Hawaiian youth. *The Journal of Child and Adolescent Substance Use*, 23(4), 242-252. doi: 10.1080/1067828X.2013.786937

Okamoto, S. K., Kulis, S. S., Marsiglia, F. F., Holleran Steiker, L. K., & Dustman, P. (2014). A continuum of approaches toward developing culturally focused prevention interventions: From adaptation to grounding. *The Journal of Primary Prevention*, 35(2), 103-112. doi: 10.1007/s10935-10013-10334-z. [NIHMSID: NIHMS547911]

Reeves, L. R., Dustman, P. A., Harthun, M. L., Kulis, S. S., & Brown, E. F. (2014). American Indians' cultures: How CBPR illuminated inter-tribal cultural elements fundamental to an adaptation effort. *Prevention Science*, 15(4), 547-556. doi: 10.1007/s11121-012-0361-7 [PMCID: PMC3726553]

2013

Ayers, S. L., Kulis, S. & Marsiglia, F. F. (2013). The impact of ethnoracial appearance on substance use in Mexican heritage adolescents in the Southwest United States. *Hispanic*

Journal of Behavioral Sciences, 35, 227-240. doi: 10.1177/0739986312467940

Kulis, S. S., Dustman, P.A., Brown, E. F., & †Martinez, M. (2013). Expanding urban American Indian youths' repertoire of drug resistance skills: Pilot results from a culturally adapted prevention program. *American Indian and Alaska Native Mental Health Research*, 20, 35-54
doi: 10.5820/aian.2001.2013.35 [PMCID: PMC3670795]

Kulis, S. S., †Wagaman, M. A., †Tso, C., & Brown, E. F. (2013). Exploring indigenous identities of urban American Indian youth of the southwest. *Journal of Adolescent Research*, 28, 271–298. doi: 10.1177/0743558413477195 [PMCID: PMC3677791]

2012

Kulis, S. S., Hodge, D. R., Ayers, S. L., Brown, E. F., & Marsiglia, F. F. (2012). Spirituality and religion: Intertwined protective factors for substance use among urban American Indian youth. *American Journal of Drug and Alcohol Abuse*, 38, 444-449. doi: 10.3109/00952990.2012.670338 [PMCID: PMC3431460].

Kulis, S. S., Marsiglia, F.F., Ayers, S.L., †Booth, J. M., & Nuño-Gutiérrez, B.L. (2012). Drug resistance and substance use among male and female adolescents in alternative secondary schools in Guanajuato, Mexico. *Journal of Studies of Alcohol and Drugs*, 73, 111-119. [PMCID: PMC3237702].

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Grant, L., Hargens, L., Jarrett, R., Kennelly, I., Kulis, S. S., Misra, J., Roos, P., Slobin, K., Ward, K., Spalter-Roth, R., and Risman, B. *2004 Report of the American Sociological Association's Committee on the Status of Women in Sociology*. Final report to the American Sociology Association Council, Washington, DC, October 22, 2004.

Kulis, S. S. (1997). *Directory of Gender Program Resources in Sociology Graduate Departments*. Washington, DC: American Sociological Association.
<http://www.asanet.org/pubs/genderprgm.pdf>

Miller, K. A., Kulis, S. S., Gordon, L. & Axelrod, M. (1988). Women's representation among graduate students in sociology. *American Sociological Association Footnotes*, 16, 8, 8.

Miller, K. A., Kulis, S. S., Gordon, L. & Axelrod, M. (1988). Representation of women in U.S. sociology departments. *American Sociological Association Footnotes*, 16, (April), 3.

Kulis, S. S., Miller, K. A., Axelrod, M. & Gordon, L. (1987). Minority representation in U.S. departments of sociology. *American Sociological Association Footnotes*, 15, (January), 9,11.

Kulis, S. S., Miller, K. A., Axelrod, M. & Gordon, L. (1986). Minority representation in U.S. departments. *American Sociological Association Footnotes*, 14, (May), 3 & 6.

INVITED LECTURES

Harthun, M., Deschine, N., Denetsosie, S., Lewis, S., Wolfersteig, W., Hibbeler, P., & Kulis, S. (2014). Cultural program adaptation to address “deep structure:” The Parenting in 2 Worlds project for urban American Indian families. Presentation to the Native Health Home Visiting Community Advisory Board, Phoenix, AZ. January 15.

Marsiglia, F. F., & Kulis, S. S. (2013). La prevención de drogas con preadolescentes: Programas científicamente validados y culturalmente adaptados [Drug prevention with preadolescents: Scientifically validated and culturally adapted programs]. Presentation at the Junta Departamental de Drogas de Montevideo, Uruguay. December 18.

Marsiglia, F. F., & Kulis, S. S. (2013). *Manténte REAL*: Un programa de prevención científicamente validado y culturalmente adaptado en Jalisco, México [*Manténte REAL*: A

scientifically validated and culturally adapted prevention program in Jalisco, Mexico]. Presentation at the Instituto para la Atención y Prevención de Adicciones en la Ciudad de México (IAPA-DF). November 25.

Marsiglia, F. F., & Kulis, S. S. (2013). Métodos de investigación en intervenciones sociales: Teoría y aplicaciones [Research methods in social interventions: Theory and applications]. Department of Social Work and Social Services. Universidad Pablo de Olavide, Sevilla, Spain. February 4.

Marsiglia, F. F., & Kulis, S. S. (2013). El proceso de aculturación y contexto social en el diseño y evaluación de programas de prevención [The acculturation process and social context in the design and evaluation of prevention programs]. Department of Social Work and Social Services. Universidad Pablo de Olavide, Sevilla, Spain. February 5.

Kulis, S. S., & Marsiglia, F. F. (2013). Adaptación cultural de programas de prevención empíricamente validados [Cultural adaptation of empirically validated prevention programs]. Department of Social Work and Social Services. Universidad Pablo de Olavide, Sevilla, Spain. February 7.

Kulis, S. S. (2013). Prevention research with urban American Indian communities: Opportunities, lessons, and challenges at SIRC. Presentation at the National Institute on Drug Abuse meeting on Substance Use Disorders among American Indian/Alaska Natives in Urban Settings, Bethesda, Maryland. January 15.

Marsiglia, F. F., & Kulis, S. S. (2012). Drug abuse intervention research: Taking into consideration social and cultural contexts. Soochow University, Department of Social Work, Taipei, Taiwan. June 19.

Kulis, S. S., & Marsiglia, F. F. (2012). Drug abuse prevention research: Exploring the prevention to treatment continuum. Bali Psychiatric Center, Taipei, Taiwan. June 22.

Marsiglia, F. F., & Kulis, S. S. (2012). Intervención social en contextos culturales diversos: Teoría, metodología y aplicaciones [Social intervention in diverse cultural contexts: Theory, methodology and applications]. Department of Social Work and Social Services. Universidad Pablo de Olavide, Sevilla, Spain. February 7.

Marsiglia, F. F., & Kulis, S. S. (2012). El contexto social y el proceso de aculturación en el diseño y evaluación de programas de prevención [Social context and the acculturation process in the design and evaluation of prevention programs]. Department of Social Work and Social Services. Universidad Pablo de Olavide, Sevilla, Spain. February 8.

Kulis, S., & Marsiglia, F. F. (2012). Adaptación cultural de programas de prevención empíricamente validados [Cultural adaptation of empirically validated prevention programs]. Department of Social Work and Social Services. Universidad Pablo de Olavide, Sevilla, Spain. February 9.

Marsiglia, F. F., Kulis, S. & Nuño-Gutierrez, B. L. (2011). Reporte de los resultados preliminares del Proyecto Jalisco [Report on preliminary results of Project Jalisco]. State of Colima Department of Education, Colima City, Colima, Mexico. June 22.

Marsiglia, F. F., Kulis, S. & Nuño-Gutierrez, B. L. (2011). Prevención a nivel comunitario: *Mantente REAL* [Prevention at the community level: *keepin' it REAL* program] Centros de Integración Juvenil, Colima City, Colima, Mexico. June 22.

Marsiglia, F. F., & Kulis, S. S. (2011). Investigación de intervención en contextos culturales diversos: Teoría, metodología y aplicaciones [Intervention research in diverse cultural contexts: Theory, methodology and application]. Department of Social Work and Social Services. Universidad Pablo de Olavide, Sevilla, Spain. January 24 & 25.

Kulis, S. S., & Marsiglia, F. F. (2011). La cultura de origen como factor protector contra el uso de drogas entre los jóvenes de procedencia mexicana en Arizona [Culture of origin as a protective factor against drug use among Mexican heritage youth in Arizona]. Department of Social Work and Social Services. Universidad Pablo de Olavide, Sevilla, Spain. January 26.

Kulis, S. S., & Marsiglia, F. F. (2011). Adaptación cultural de programas de prevención: Una aplicación de *Mantente REAL* con jóvenes indígenas americanos urbanos [Cultural adaptation of prevention programs: An application of *keepin' it REAL* with urban American Indian youth]. Department of Social Work and Social Services. Universidad Pablo de Olavide, Sevilla, Spain. January 27.

Kulis, S. , & Marsiglia, F. F. (2010). El contexto social y el proceso de aculturación en el diseño y evaluación de programas de prevención [Social context and the process of acculturation in the design and evaluation of prevention programs]. Department of Social Work and Social Services. Universidad Pablo de Olavide, Sevilla, Spain. February 5.

Marsiglia, F. F., & Kulis, S. S. (2010). Avances metodológicos en investigaciones sobre intervención social [Methodological advances in social intervention research]. Department of Social Work and Social Services. Universidad Pablo de Olavide, Sevilla, Spain. February 4.

Marsiglia, F. F., & Kulis, S. S. (2009). Adaptación cultural de programas de prevención empíricamente validados [Cultural adaptation of empirically-validated prevention programs]. Invited preconference seminar at the VI Congreso Español de Criminología. Santiago de Compostela, Spain. June 17-20.

Kulis, S. S., & Marsiglia, F. F. (2009). Análisis de datos longitudinales en la investigación sobre factores de riesgo y protección [Analysis of longitudinal data in research on risk and protective factors]. Department of Psychology, Universidad Santiago de Compostela, Spain. June 16.

Marsiglia, F. F., & Kulis, S. S. (2009). Seminario metodológico: La investigación de intervención social [Methodological seminar: Social intervention research]. Department of Social Work and Social Services. Universidad Pablo de Olavide, Sevilla, Spain. June 9.

Marsiglia, F. F., & Kulis, S. S. (2008). El proceso de investigación en la intervención comunitaria: metodología y estrategias [The research process in community-based intervention: Methods and strategies]. Department of Psychology, Universidad Santiago de Compostela, Spain. September 9-10.

Marsiglia, F. F., & Kulis, S. S. (2008). Seminario metodológico: La investigación de intervención social [Methodological seminar: Social intervention research]. Department of Social Work and Social Services. Universidad Pablo de Olavide, Sevilla, Spain. May 7.

Marsiglia, F. F., & Kulis, S. S. (2007). La prevención como tratamiento: El continuum en las investigaciones de intervención social [Prevention as treatment: The continuum in social intervention research]. Department of Social Work and Social Services. Universidad Pablo de Olavide, Sevilla, Spain. May 2.

Marsiglia, F. F., & Kulis, S. S. (2007). Evaluación de los efectos de un programa de prevención en jóvenes que ya usan alcohol y otras drogas [Evaluation of prevention program effects in youth who are already using alcohol and other drugs]. Department of Psychology, Universidad Santiago de Compostela, Spain. May 7.

Kulis, S. S., & Marsiglia, F. F. (2007). ¿Cómo resistir el consumo de sustancias? Estrategias usadas por adolescentes de Monterrey [How to resist substance use? Strategies used by adolescents in Monterrey]. Presentation to Sistema Avanzado de Videobachillerato y Educación Superior (SABES), Government of the State of Guanajuato, León, Mexico. February 13.

Marsiglia, F. F. & Kulis, S. S. (2006). La aculturación como factor de riesgo entre jóvenes inmigrantes Mexicanos en Arizona-EEUU [Acculturation as a risk factor among Mexican immigrant youth in Arizona]. Comisión Estatal de Apoyo Integral a los Migrantes y sus Familias, Government of the State of Guanajuato, León, Mexico. March 28.

Marsiglia, F. F., & Kulis, S. S. (2005). La cultura de origen como factor protector contra las drogas entre los jóvenes de procedencia mexicana en Arizona: La aculturación a nivel individual, escolar y de barrio [Culture of origin as a protective factor against drugs among Mexican-heritage youth in Arizona: Acculturation at the individual, school and neighborhood level]. Seminario Permanente sobre Migración Internacional, El Colegio de la Frontera Norte, Tijuana, Mexico. September 2.

Marsiglia, F. F., & Kulis, S. S. (2005). Avances metodológicos en investigaciones de prevención: Influencias del contexto social a nivel individual, residencial y escolar [Methodological advances in prevention research: Influences of social context at the individual, neighborhood and school level]. Department of Psychology, University of Santiago de Compostela, Spain. July 7.

Marsiglia, F. F., & Kulis, S. S. (2005). Explorando la relación entre la aculturación y la prevención del uso de drogas [Exploring the relationship between acculturation and drug use].

Centro de Estudios Demograficos, Urbanos y Ambientales, El Colegio de Mexico, Mexico City, March 10.

Marsiglia, F. F., & Kulis, S. S. (2004). El programa *R.E.A.L.*: Un modelo de prevención [The *R.E.A.L.* program: A prevention model]. Facultad de Medicina, Hospital de Clinicas, Universidad de la República, Uruguay. November 19.

Kulis, S. S. (2004). The social context of Latino youth drug use: Neighborhood and school composition effects. University of Southern California, School of Social Work. March 30.

Marsiglia, F. F., & Kulis, S. S. (2004). Intervention research: Youth substance abuse prevention—Cultural and neighborhood contexts of the Southwest. Symposium on Drug Abuse: HIV/AIDS and Other Medical and Social Consequences, sponsored by the Institute for the Advancement of Social Work Research, Society for Social Work and Research, and National Institute on Drug Abuse. New Orleans, LA, January 16.

Marsiglia, F. F., & Kulis, S. Il programma *R.E.A.L.* [The *R.E.A.L.* program]. (2003). Dipartimento Uomo & Territorio-Antropologia Culturale (May 7), and Dipartimento di Servizio Sociale (May 9), University of Perugia, Italy.

Marsiglia, F. F., & Kulis, S. S. (2002) El programa *R.E.A.L.* [The *R.E.A.L.* program]. Universidad Autónoma de Nuevo León, Monterrey, Mexico, October 29.

Marsiglia, F. F., & Kulis, S. S. (2002). Resultados del programa *R.E.A.L.* [Results of the *R.E.A.L.* program]. Universidad de Valencia. Valencia, Spain, May 21.

Marsiglia, F. F., & Kulis, S. S. (2002). El programa *R.E.A.L.* [The *R.E.A.L.* program]. Universidad Pablo de Olavide, Sevilla, Spain, May 17.

Kulis, S. Sociology's 'lost tribes.' (2001) Invited position paper for a conference on Toward a Sociology of Sociology: A Research Agenda for the 21st Century, American Sociological Association (Fund for Advancement of the Discipline), June 14-16, Washington, D.C.

Marsiglia, F. F., & Kulis, S. S. (2000). Resultados del programa *R.E.A.L.* [Results of the *R.E.A.L.* program], La influencia de identidad étnica y identidad de género en el uso de drogas por adolescentes [The influence of ethnic and gender identity on adolescent drug use], and Estrategias de resistencia de las drogas [Drug resistance strategies]. Universidad Católica de Montevideo, Montevideo, Uruguay, November 20-23.

Kulis, S. S. (1991) The organizational context for gender equity in academia. Faculty of Science, Monash University, Melbourne, Australia, May.

Kulis, S. S. (1991) Social class and the perceived burdens of caring for elderly parents. Australian Institute of Health, Canberra, July.

PAPERS PRESENTED AT PROFESSIONAL MEETINGS

Ayers, S. L., Kulis, S. S., & Jager, J. (2014, December). A latent class analysis of urban American Indian youth's substance use. Poster presentation at the Minority Health and Health Disparities Grantees' Conference, National Harbor, MD.

Ayers, S. L., Kulis, S. S., & Jager, J. (2014, December). Ecodevelopmental influences impacting urban American Indian youth. Oral presentation at the Minority Health and Health Disparities Grantees' Conference, National Harbor, MD.

Kulis, S. S., Harthun, M. L., & Deschine, N. A. (2014, December). Deep structure program adaptation for urban American Indians. Poster presentation at the Minority Health and Health Disparities Grantees' Conference, National Harbor, MD.

Kulis, S. S., Ayers, S. L., & Deschine, N. A. (2014, December). A culturally adapted urban American Indian parenting program. Oral presentation at the Minority Health and Health Disparities Grantees' Conference, National Harbor, MD.

Kulis, S. S. (2014, December). A test of the *Living in 2 Worlds* culturally adapted substance use prevention program for urban American Indian youth. Poster presentation at the Minority Health and Health Disparities Grantees' Conference, National Harbor, MD.

Kulis, S. S., Marsiglia, F. F., & Ayers, S. L. (2014, August). Effects of the *keepin' it REAL* model program among Guadalajara, Mexico middle school students. Paper presentation at the American Sociological Association annual meeting, San Francisco, CA.

Kulis, S. S., & Marsiglia, F. F. (2014, July). Urban American Indian youth religion, Native spirituality, and well-being: A latent class analysis. Paper presentation at the International Sociological Association meeting, Yokohama, Japan.

Kulis, S. S., & Vargas, P. (2014, July). Depression, suicidal ideation and high-risk behaviors among underserved youths in central Mexico. Paper presentation at the International Sociological Association meeting, Yokohama, Japan.

Deschine, N. A., Lewis, S. J., Wolfersteig, W., Hibbeler, P. K., & Kulis, S. S. (2014, June). Strengthening community capacity through Community-based Participatory Research: The *Parenting in 2 Worlds* project for urban American Indian families. Paper presented at the 2014 Native Health Research Conference, Phoenix, AZ.

Kulis, S. S., Deschine, N. A., Ayers, S. L., & Baker, T. (2014, June). *Parenting in 2 Worlds*: Pilot and preliminary RCT results of a culturally adapted parenting program for urban American Indians. Paper presented at the 2014 Native Health Research Conference, Phoenix, AZ.

Okamoto, S. K., Kulis, S. S., & Helm, S. (2014, June). Pilot and feasibility testing of the Ho'Ouna Pono drug prevention curriculum. Paper presented at the 2014 Native Health Research Conference, Phoenix, AZ.

Okamoto, S. K., Kulis, S. S., & Helm, S. (2014, June). Innovations in prevention science with Indigenous youth and families. Symposium presentation at the 2014 Native Research Research Conference, Phoenix, AZ.

Kulis, S. S., & Ayers, S. L. (2014, May). Ecodevelopmental influences on substance use among urban American Indian Youth. Paper presentation at the Society for Prevention Research annual meeting, Washington, DC.

Marsiglia, F. F., Kulis, S. S., Nuño-Gutierrez, B. L., Booth, J. M., & Ayers, S. L. (2014, May). Adapting *keepin' It REAL* for Mexico: The long-term effects on substance use behaviors. Paper presentation at the Society for Prevention Research annual meeting, Washington, DC.

Kulis, S. S., Harthun, M. L., & Hibbeler, P. K. (2014, April). Cultural foundations and outcomes of *Living in 2 Worlds* and *Parenting in 2 Worlds*: Adapted prevention programs for urban American Indian youth and parents. Paper presentation at the 12th annual conference of the Southwest Interdisciplinary Research Center, Phoenix, AZ.

Kulis, S. S., Ayers, S. L., Deschine, N. A., Hibbeler, P. K., Lewis, S. J., Wolfersteig, W., & Baker, T. M. (2014, April). *Parenting in 2 Worlds*: Promising results of a culturally adapted parenting program for urban American Indians. Poster presentation at the 12th annual conference of the Southwest Interdisciplinary Research Center, Phoenix, AZ.

Kulis, S. S., Tsethlikai, M., & Baker, T. M. (2014, April). Finding a home in the city: The spiritual and religious group affiliations of urban American Indian youth. Poster presentation at the 12th annual conference of the Southwest Interdisciplinary Research Center, Phoenix, AZ.

Corona Lozano, M. D., Marsiglia, F. F., Kulis, S. S., Booth, J. M., & DeJesus Reyes, D. (2014, April). Sexual behaviors and drug use among adolescents in school in Nuevo Leon, Mexico: A sociocultural perspective. Poster presentation at the 12th annual conference of the Southwest Interdisciplinary Research Center, Phoenix, AZ.

Kulis, S. S., & Marsiglia, F. F. (2014, March). Religion, Native spirituality, and well-being among urban American Indian youth: A latent class analysis. Paper presentation at the Pacific Sociological Association annual meeting, Portland, OR.

Kulis, S. S., & Marsiglia, F. F. (2014, March). Depression, suicidal ideation and high-risk behaviors among underserved youths in central Mexico. Paper presentation at the Pacific Sociological Association annual meeting, Portland, OR.

Kulis, S. S., Ayers, S. L., Deschine, N. A., & Baker, T. M. (2014, January). Increasing parental self-efficacy and parenting practices in urban American Indian parents: Pilot results from a

culturally tailored parenting curriculum. Paper presentation at the Society for Social Work and Research annual meeting, San Antonio, TX.

Marsiglia, F. F., Kulis, S. S., Nuño-Gutierrez, B. L., Booth, J. M., & Ayers, S. L. (2014, January). The long and short term effects on substance use behaviors of *keepin' it REAL* adapted for Mexico. Paper presentation at the Society for Social Work and Research annual meeting, San Antonio, TX.

Marsiglia, F. F., Kulis, S. S., Nuño-Gutiérrez, B., Booth, J. M., & Ayers, S. L. (2013, October). Examining the long and short term effects of *keepin' it REAL* adapted for Mexico. The National Hispanic Science Network 13th Annual International Conference. Bethesda, MD. October 9-11.

Baker, T., Ayers, S. L., Kulis, S. S., & Deschine, N. A. (2013, August). Strengthening parental self-efficacy and parenting practices in urban American Indian parents: Pilot results from a culturally adapted curriculum. Poster presentation at the 2013 American Indian Research Center for Health Conference. Chandler, AZ.

Denetsois, S., Deschine, N. A., Harthun, M. L., & Kulis, S. S. (2013, August). How community based participatory research guided work with urban Native American communities to inform and transform a parenting curriculum. Poster presentation at the 2013 American Indian Research Center for Health Conference. Chandler, AZ.

Ayers, S. L., Kulis, S. S., Baker, T. M., & Deschine, N. A. (2013, August). Using longitudinal confirmatory factor analysis to understand how urban American Indian parents conceptualize parenting. Roundtable presentation at the American Sociological Association annual meeting, New York, N.Y.

Kulis, S. S., & Robbins, D. E. (2013, August). A latent class analysis of urban American Indian youth identities. Roundtable presentation at the American Sociological Association annual meeting, August 13, New York, N.Y.

Marsiglia, F. F., Booth, J. M., Ayers, S. L., Nuño-Gutierrez, B. L., & Kulis, S. S. (2013, August). Short-term effects of *keepin' it REAL* pilot prevention program: Linguistically adapted for youth in Jalisco, Mexico. Paper presentation at the American Sociological Association annual meeting, New York, N.Y.

Marsiglia, F. F., Booth, J. M., Ayers, S., Nuño-Gutierrez, B. L., Kulis, S. S., & Hoffman, S. (2013, June). Short term effects of the implementation of '*keepin' it REAL*' on substance use in Jalisco, Mexico. 2013 NIDA International Forum, San Diego, CA.

Dustman, P. A., & Kulis, S. S. (2013, May). Reaching an invisible Native population: Implementing a culturally adapted curriculum in urban schools. Paper presentation at the Society for Prevention Research annual meeting, San Francisco, CA.

Harthun, M. L., Deschine, N. A., Denetsosie, S. M., Lewis, S. J., Wolfersteig, W. L., Hibbeler, P. K., & Kulis, S. S. (2013, May). Cultural program adaptation to address 'deep structure': The Parenting in 2 Worlds project for urban American Indian families. Paper presentation at the Society for Prevention Research annual meeting, San Francisco, CA.

Kulis, S. S., & Dustman, P.A. (2013, May). The Parenting in 2 Worlds project: CBPR with urban American Indian families. Paper presentation at the Society for Prevention Research annual meeting, San Francisco, CA.

Kulis, S. S., Baker, T. M. Ayers, S. L., & Deschine, N. A. (2013, May). Using a culturally tailored curriculum to increase parental self-efficacy and parenting practices in urban American Indian parents: Pilot study results. Paper presentation at the Society for Prevention Research annual meeting, San Francisco, CA.

Wolfersteig, W. L., Hibbeler, P. K., Deschine, N. A., Lewis, S. J., & Kulis, S. S. (2013, May). Community based participatory research: 'Real life' lessons learned in building capacity with American Indian communities. Paper presentation at the Society for Prevention Research annual meeting, San Francisco, CA.

Baker, T. M., Ayers, S. L., Kulis, S. S., & Deschine, N. A. (2013, April). Strengthening parental self-efficacy and parenting practices in urban American Indian parents: Pilot results from a culturally adapted curriculum. Poster presentation at the 11th annual conference of the Southwest Interdisciplinary Research Center, Phoenix, AZ.

Denetsosie, S., Deschine, N., Harthun, M. L., & Kulis, S. S. (2013, April). How community-based participatory research guided work with an urban American Indian community to inform and transform a parenting curriculum. Poster presentation at the 11th annual conference of the Southwest Interdisciplinary Research Center, Phoenix, AZ.

Nagoshi, J. L., Kulis, S. S., & Marsiglia, F. F. (2013, January). Acculturation moderators and functional mediators of the gender role-alcohol use relationship in Mexican American adolescent boys. Paper presentation at the Society for Social Work and Research annual meeting, San Diego, CA.

Dustman, P. A., Reeves, L. J., Harthun, M. L., Wolfersteig, W. L., Hibbeler, P. K., Kulis, S. S., & Brown, E F. (2012, October-November). Ensuring community and program authenticity to effect deep structure adaptations. Poster presentation at the NIH 2012 Science of Eliminating Health Disparities Summit, National Harbor, MD.

Reeves, L. J., Dustman, P. A., Harthun, M. L., Brown, E. F., & Kulis, S. S. (2012, October-November). Embedding American Indian inter-tribal elements to assure authenticity in a substance abuse prevention curriculum adaptation. Poster presentation at the NIH 2012 Science of Eliminating Health Disparities Summit, National Harbor, MD.

Martinez, M., Ayers, S. L., Kulis, S. S., & Brown, E. F. (2012, October). American Indian youth: Ethnic identity, permissive drug perceptions, and the use of drug resistance strategies. Poster presentation at the annual meeting of the American Public Health Association.

Kulis, S. S., Hodge, D. R., Ayers, S. L., Brown, E. F., & Marsiglia, F. F. (2012, August). Spirituality and religion: Intertwined protective factors for substance use among urban American Indian youth. Paper presentation at the American Sociological Association annual meeting, Denver, CO.

Kulis, S. S., Ayers, S. L., †Booth, J. M., & Hoffman, S. (2012, May). The impact of implementing *keepin' it REAL* in Jalisco, Mexico: Examining adolescents' intentions to use REAL strategies when offered alcohol. Poster presentation at the Society for Prevention Research annual meeting, Washington, DC.

Dustman, P. A., Reeves, L. R., Kulis, S. S., Bermudez-Parsai, M., Brown, E. F., & Harthun, M. L. (2012, May). Adapting evidence-based curriculum to match the learning styles of urban Native American adults. Paper presentation at the Society for Prevention Research annual meeting, Washington, DC.

Nagoshi, J. L., Kulis, S. S., & Marsiglia, F. F. (2012, May). Acculturation moderators and functional mediators of the gender role-alcohol use relationship in Mexican American boys. Poster presentation at the Society for Prevention Research annual meeting, Washington, DC.

Vargas, P., Marsiglia, F. F., & Kulis, S. S. (2012, May). Depression, suicide and high-risk taking behaviors among adolescents in a rural community in Mexico. Poster presentation at the Society for Prevention Research annual meeting, Washington, DC.

Wolfersteig, W., Hibbeler, P., Deschine, N., Lewis, J., & Kulis, S. S. (2012, May). Simultaneously conducting effectiveness studies and efficacy trials: The implementation and cultural adaptation of an evidence-based intervention for urban American Indians. Paper presentation at the Society for Prevention Research annual meeting, Washington, DC.

Hibbeler, P., Dustman, P.A., Wolfersteig, W., Brown, E. F., & Kulis, S. S. (2012, April). Building community research partnerships. Panel presentation at the 10th annual conference of the Southwest Interdisciplinary Research Center, Phoenix, AZ

Kulis, S. S., Ayers, S. L., †Booth, J. M., & †Hoffman, S. (2012, April). The impact of *keepin' it REAL* on Mexican adolescents' hypothetical use of REAL strategies. Poster presentation at the 10th annual conference of the Southwest Interdisciplinary Research Center. Phoenix, AZ.

Martinez, M., Ayers, S. L., Kulis, S. S., & Brown, E. F. (2012, April). The relationship between Ethnic identity and permissive drug perceptions with the use of drug resistance strategies among American Indian youth. Poster presentation at the 10th annual conference of the Southwest Interdisciplinary Research Center, Phoenix, AZ.

Nagoshi, J. L., Kulis, S. S., & Marsiglia, F. F. (2012, April). Acculturation moderators and functional mediators of the gender role-alcohol use relationship in Mexican American adolescent boys. Poster presentation at the 10th annual conference of the Southwest Interdisciplinary Research Center, Phoenix, AZ.

†Wardian, J., Dustman, P. A., & Kulis, S. S. (2012, April). Connecting urban American Indian youth to their culture as a way to increase resiliency. Poster presentation at the 10th annual conference of the Southwest Interdisciplinary Research Center, Phoenix, AZ.

†Martinez, M. J., Ayers, S. L., Kulis, S. S., & Brown, E. F. (2012, March). Assessing cultural influences on drug norms and the intent to use drug resistance strategies among American Indian youth. Paper presentation at the annual meeting of the Pacific Sociological Association, San Diego, CA.

Marsiglia, F. F., Kulis, S. S., Ayers, S. L., †Booth, J. M., & Nuño-Gutiérrez, B. L. (2012, January). Drug resistance strategies and substance use among youth in Guanajuato, Mexico. Paper presentation at the annual meeting of the Society for Social Work and Research, Washington, DC.

Marsiglia, F. F., Kulis, S. S., Yabiku, S. T., †Weller, N., & Ayers, S. L. (2012, January). An efficacious intervention to reduce the effects of acculturation as a risk factor for substance use among Latino adolescents. Paper presentation at annual meeting of the Society for Social Work and Research, Washington, DC.

Kulis, S. S., †Wagaman, M. A., and Brown, E. F. (2011, August). Intertribal cultural elements and indigenous identities of urban American Indian youth of the Southwest. Paper presentation at the annual meeting of the American Sociological Association, Las Vegas, NV.

Dustman, P.A., Reeves, L.R., Harthun, M.L., Kulis, S. S., & Brown, E.F. (2011, June). Creating a tangible adaptation: The integration process that guided a curriculum development team to ensure CBPR-generated cultural integrity in a substance abuse prevention curriculum for urban American Indian youth. Paper presentation at the Society for Prevention Research annual meeting, Washington, DC.

Kulis, S. Hodge, D., †Wagaman, M. A., Ayers, S. L., & Brown, E.F. (2011, June). Spirituality, religiosity, and cultural practices among urban American Indian youth: Risk and protective factors for substance use. Paper presentation at the Society for Prevention Research annual meeting, Washington, DC.

Kulis, S. S., Marsiglia, F. F., Ayers, S. L., & †Booth, J. (2011, June). Drug resistance strategies of low income youth in Mexico and their relationship to substance use. Poster presentation at the Society for Prevention Research annual meeting, Washington, DC.

Kulis, S. S., Marsiglia, F. F., Yabiku, S. T., †Weller, N., & Ayers, S. L. (2011, June). Addressing acculturation as a risk factor for substance use with an enhanced version of *keepin'*

it REAL for Latino youth in middle school. Paper presentation at the Society for Prevention Research annual meeting, Washington, DC.

Kulis, S. S., Ayers, S. L., †Martinez, M., & Brown, E. F. (2011, June). Short-term results from Living in Two Worlds: A culturally adapted substance use prevention program for urban American Indian middle school students. Paper presentation at the Society for Prevention Research annual meeting, Washington, DC.

Kulis, S. S., Dustman, P. A., Reeves, L. J., & Harthun, M. L. (2011, April). Cultural congruity: Multi-level processes that enhance program adaptations for minorities. Paper presentation at the 9th annual conference of the Southwest Interdisciplinary Research Center. Phoenix, AZ.

Brown, E. F., Kulis, S. S., Dustman, P., & †Martinez, M. (2011, April). Expansion of drug resistance strategies and increasing repertoire of drug resistance skills among urban American Indian youth: Pilot results from a culturally adapted prevention program. Poster presentation at the 9th annual conference of the Southwest Interdisciplinary Research Center. Phoenix, AZ.

Kulis, S. S., Marsiglia, F. F., Ayers, S. L., †Booth, J. M., & Nuño-Gutiérrez, B. L. (2011, April). An exploration of the use of REAL strategies in preventing substance use among youth in Guanajuato, Mexico. Poster presentation at the 9th annual conference of the Southwest Interdisciplinary Research Center. Phoenix, AZ.

Marsiglia, F., Kulis, S. S., Parsai, M., Nuño-Gutiérrez, B. L., & †Hoffman, S. (2011, April). Drug resistance strategies of 7th graders in Jalisco, Mexico. Poster presentation at the 9th annual conference of the Southwest Interdisciplinary Research Center. Phoenix, AZ.

Vargas, P. A., Marsiglia, F., & Kulis, S. S. (2011, April). Association between depression and unhealthy behaviors among adolescents in a rural community in Mexico. Poster presentation at the 9th annual conference of the Southwest Interdisciplinary Research Center. Phoenix, AZ.

Yabiku, S., Kulis, S. S., & †Weller, N. (2011, April). Examining treatment effect outcomes for two versions of the *keepin' it REAL* substance use prevention curriculum. Poster presentation at the 9th annual conference of the Southwest Interdisciplinary Research Center. Phoenix, AZ.

Okamoto, S. K., Helm, S., Giroux, D., Kaliades, A., Kawano, K. N., & Kulis, S. S. (2011, April). A typology and analysis of drug resistance strategies of rural Native Hawaiian youth. Poster presented at the From Disparities Research to Disparities Interventions: Lessons Learned and Opportunities for the Future of Behavioral Health Services Conference, Arlington, VA.

Kulis, S. S., Marsiglia, F. F., and †Nagoshi, J. L. (2011, March). Gender roles and substance use in Mexican American adolescents: A relationship moderated by acculturation? Roundtable presentation at the annual meeting of the Pacific Sociological Association, Seattle, WA.

Kulis, S. S., †Wagaman, M. A., †Tso, C., and Brown, E. F. (2011, March). "Because I am": Indigenous identities of urban American Indian youth of the Southwest. Paper presentation at the annual meeting of the Pacific Sociological Association, Seattle, WA.

Kulis, S. S., Marsiglia, F. F., and †Nagoshi, J.L. (2011, January). The moderating effects of acculturation on gender roles and substance use in Mexican American adolescents. Poster presentation at the annual meeting of the Society for Social Work and Research, Tampa, FL.

Villagrana, M., Kulis, S. S., and Marsiglia, F. F.. (2011, January). Risk factors and gender differences in early alcohol initiation among Mexican adolescents. Poster presentation at the annual meeting of the Society for Social Work and Research, Tampa, FL.

García-Pérez, H., Marsiglia, F. F., & Kulis, S. S. (2010, November). Migración internacional, percepción de salud y expectativas educativas de estudiantes de bachillerato en Guanajuato [International migration, self-reported health, and educational aspirations of secondary school students in Guanajuato]. Paper presentation at the 3rd Congreso Internacional sobre Migraciones Globales, Mazatlan, Mexico.

Ayers, S. L., Marsiglia, F. F., & Kulis, S. S. (2010, November). Testing the effectiveness of a small group substance use prevention component using propensity score matching. Poster presentation at the annual meeting of the American Public Health Association, Denver, CO.

Kulis, S. S., Dustman, P. A., & Brown E. F. (2010, November). Examining urban American Indian youth's drug resistance skills: Pilot results from a culturally adapted prevention program. Poster presentation at the annual meeting of the American Public Health Association, Denver, CO.

Kulis, S. S., Marsiglia, F. F., Yabiku, S. T., & †Kopak, A. M. (2010, November). Acculturative stress as a predictor of experimentation versus heavy substance use among Mexican-heritage early adolescents. Poster presentation at the annual meeting of the American Public Health Association, Denver, CO.

Marsiglia, F. F., Kulis, S. S., Yabiku, S. T., Nieri, T. A., & †Coleman E. (2010, November). Using growth curves to examine timing of school-based substance use prevention in elementary versus middle school among Mexican heritage youth. Paper presentation at the annual meeting of the American Public Health Association, Denver, CO.

Kulis, S. S., Ayers, S. L., & Marsiglia, F. F. (2010, August). The impact of ethnoracial appearance on substance use in Mexican adolescents. Paper presentation at the annual meeting of the American Sociological Association, Atlanta, GA.

Kulis, S. S., Marsiglia, F. F., Ayers, S. L., & †Calderon-Tena, C. O. (2010, August). Drug resistance skills of youth in Guanajuato, Mexico. Paper presentation at the annual meeting of the American Sociological Association, Atlanta, GA.

Ayers, S. L., Marsiglia, F. F., & Kulis, S. S. (2010, June). Using propensity score matching to test the effectiveness of REAL groups, a small group component to *keepin' it REAL*. Paper presentation at the Society for Prevention Research annual meeting, Denver, CO.

Kulis, S. S., Dustman, P. A., & Brown, E. F. (2010, June). Expanding urban American Indian youths' repertoire of drug resistance skills: Pilot results from a culturally adapted prevention program. Poster presentation at the Society for Prevention Research annual meeting, Denver, CO.

Kulis, S. S., Marsiglia, F. F., Yabiku, S. T., & †Kopak, A. M. (2010, June). Acculturative stress and substance use among Mexican-heritage early adolescents: Differentiating experimentation and heavy use using two-part latent growth curve models. Poster presentation at the Society for Prevention Research annual meeting, Denver, CO.

Kulis, S. S., Marsiglia, F. F., †Calderon-Tena, C. O., & Ayers, S. L. (2010, June). Drug resistance skills of youth in Guanajuato, Mexico. Poster presentation at the Society for Prevention Research annual meeting, Denver, CO.

Marsiglia, F. F., Kulis, S. S., Yabiku, S. T., Nieri, T. A., & †Coleman E. (2010, June). Timing school-based prevention in elementary versus middle school: Growth curve effects of a model program on the substance use trajectories of Mexican heritage youth. Paper presentation at the Society for Prevention Research annual meeting, Denver, CO.

Nieri, T. A., †Apkarian, J., Marsiglia, F. F., & Kulis, S. S. (2010, June). Effects of a youth substance use prevention program on other delinquent behavior. Paper presentation at the Society for Prevention Research annual meeting, Denver, CO.

Reeves, L. J., Dustman, P. A., Harthun, M. L., Brown, E. F., & Kulis, S. S. (2010, June). Unpacking American Indian intracultural elements to assure authenticity in a substance abuse prevention curriculum adaptation. Paper presentation at the Society for Prevention Research annual meeting, Denver, CO.

Okamoto, S. K., Helm, S., Giroux, D., Kaliades, A., Kawano, K. N., & Kulis, S. S. (2010, June). A typology and analysis of drug resistance strategies of rural Native Hawaiian youth. Poster presented at the National Institute on Drug Abuse Asian American & Pacific Islander Workgroup Conference, Alexandria, VA.

Ayers, S. L., & Kulis, S. S. (2010, April). Social factors in Latino youths' vulnerability to substance use: acculturation stress, ethnic discrimination, and ethnic appearance. Paper presentation at the 8th annual conference of the Southwest Interdisciplinary Research Center, Phoenix, AZ.

Kulis, S. S., Brown, E. F., Dustman, P. A., & †Wagaman, M. (2010, April). Cultural identity of urban American Indian youth: Strengths and resilience. Poster presentation at the 8th annual conference of the Southwest Interdisciplinary Research Center, Phoenix, AZ.

Kulis, S. S., Marsiglia, F. F., & †Nagoshi, J.L. (2010, April). Acculturation as a moderator of the relationship between gender roles and substance use in Mexican American adolescents. Poster presentation at the 8th annual conference of the Southwest Interdisciplinary Research Center, Phoenix, AZ.

Reeves, L. J., Harthun, M. L., Dustman, P. A., Brown, E. F., Kulis, S. S., & †Tso, C. (2010, April). Cultural elements important to urban native youth: How CBPR informed the L2W adaptation. Poster presentation at the 8th annual conference of the Southwest Interdisciplinary Research Center, Phoenix, AZ.

Villagrana, M., Kulis, S. S., & Marsiglia, F. F. (2010, April). Age of alcohol initiation among Mexican adolescents: A focus on parental factors, depressive symptoms and gender differences. Poster presentation at the 8th annual conference of the Southwest Interdisciplinary Research Center, Phoenix, AZ.

Ayers, S. L., Kulis, S. S., & Marsiglia, F. F. (2010, April). Understanding how Latino ethnic appearance impacts substance abuse through generational status. Paper presentation at the annual meeting of the Pacific Sociological Association.

Marsiglia, F. F., Kulis, S. S., †Nieri, T., †Hoffman, S., & †Calderon, C. O. (2010, January). Methodological and logistical considerations when conducting research in international settings. Roundtable presentation at the annual meeting of the Society for Social Work and Research. San Francisco, CA.

Marsiglia, F. F., Kulis, S. S., & †Coleman, E. (2010, January). The earlier the better? Effects of implementing the *keepin' it REAL* school-based substance use prevention program in elementary versus middle school. Paper presentation at the annual meeting of the Society for Social Work and Research. San Francisco, CA.

Okamoto, S. K., Kulis, S. S., Helm, S., Edwards, C., & †Giroux, D. (2010, January). The social contexts of drug offers and their relationship to drug use of rural Hawaiian youth. Paper presentation at the annual meeting of the Society for Social Work and Research. San Francisco, CA.

Okamoto, S. K., Kulis, S. S., Helm, S., Edwards, C., & †Giroux, D. (2010, January). Gender differences in drug offers of native Hawaiian youth in rural communities: A mixed methods analysis. Paper presentation at the annual meeting of the Society for Social Work and Research. San Francisco, CA.

Okamoto, S. K., Helm, S., †Giroux, D., Edwards, C., & Kulis, S. S. (2010, January). The development and validation of the Hawaiian youth drug offers survey (HYDOS). Paper presentation at the annual meeting of the Society for Social Work and Research. San Francisco, CA.

†Nieri, T. A., Kulis, S. S., & Marsiglia, F. F. (2009, November). Effects of a youth substance use prevention program on delinquent behavior. Paper presentation at the annual meeting of

the American Society of Criminology. Philadelphia, PA.

Yabiku, S. T., Marsiglia, F. F., Kulis, S. S., †Bermudez-Parsai, M., †Becerra, D., & †del Colle, M. (2009, August). Parental monitoring and increases in pre-adolescent substance use: Comparing Latino and non-Latino youth. Paper presentation at the American Sociological Association annual meeting, San Francisco, CA.

Nieri, T. A., †Lee, C., Kulis, S. S., & Marsiglia, F. F. (2009, August). A profile of acculturation among Mexican-heritage 5th graders using latent class analysis. Paper presentation at the American Sociological Association annual meeting, San Francisco, CA.

Kulis, S. S., Marsiglia, F. F., †Kopak, A. M., Olmsted, M. E. & †Crossman, A. (2009, August). The protective effect of ethnic identity on substance use outcomes among Mexican-heritage early adolescents in the U.S. Paper presentation at the Society for the Study of Social Problems annual meeting, San Francisco, CA.

Marsiglia, F. F., Kulis, S. S., †Bermudez-Parsai, M., & Villar, P. (2009, June). Uso de alcohol entre jóvenes inmigrantes en USA: Cohesión familiar y conflicto. Paper presentation at the VI Congreso Español de Criminología. Santiago de Compostela, Spain.

Marsiglia, F. F., †Bermudez-Parsai, M. & Kulis, S. S. (2009, June). Factores de protección contra los problemas de conducta de los jóvenes mexicanos en USA. Poster presentation at the VI Congreso Español de Criminología. Santiago de Compostela, Spain.

Garcia-Perez, H., Marsiglia, F. F., Kulis, S. S., & †Nieri, T. A. (2009, May). Comunidad, stress familiar y autopercepción de salud en estudiantes de bachilleratos residentes de comunidades de alta migración internacional en Guanajuato. Paper presentation at the second Encuentro Internacional (Migración y Niñez Migrante). Hermosillo, Sonora, Mexico.

Dustman, P. A., Harthun, M. L., Reeves, L. J., Kulis, S. S., & Brown, E. F. (2009, May). Adapting a prevention curriculum to be culturally-grounded for urban American Indian youth. Paper presentation at the Society for Prevention Research annual meeting, Washington, DC.

Kulis, S. S., Reeves, L. J., Dustman, P. A., & †O'Neill, M. (2009, May). Drug resistance strategies of urban American Indian youth of the southwest: An enumeration, classification, and analysis by substance and offeror. Paper presentation at the Society for Prevention Research annual meeting, Washington, DC.

Marsiglia, F. F., Kulis, S. S., †Hoffman, S., †Becerra, D., Alvarez, D., & †Calderón, C. O. (2009). Alcohol use among youth in central Mexico: Protective and risk factors. Poster presentation at the Society for Prevention Research annual meeting, NIDA International Poster Session, Washington, DC, May 26-29.

†Nieri, Tanya A., †Lee, C., Kulis, S. S., & Marsiglia, F. F. (2009, April). Latent acculturation classes in a sample of Mexican-heritage 5th graders. Paper presentation at the 80th annual meeting of the Pacific Sociological Association, San Diego, CA.

Kulis, S. S., Marsiglia, F. F. & †Nagoshi, J. L. (2009, March). Gender, gender roles, externalizing and internalizing problem behaviors, and substance use among Mexican American adolescents. Poster presentation at the 7th annual conference of the Southwest Interdisciplinary Research Center.

Marsiglia, F. F., Kulis, S. S., Yabiku, S. T. & †Coleman, E. (2009, March). When to intervene- elementary, middle school, or both? Effects of *keepin' it REAL* on substance use trajectories of Mexican heritage youth. Poster presentation at the 7th annual conference of the Southwest Interdisciplinary Research Center.

Kulis, S. S., Brown, E. F., Reeves, L. J., Dustman, P. A., Olmsted, M. E., †Mahoney, J., & †O'Neill, M. (2009, March). Drug resistance and urban American Indian youth. Poster presentation at the 7th annual conference of the Southwest Interdisciplinary Research Center.

Marsiglia, F. F., Kulis, S. S., †Calderón, C. O., †Hoffman, S., †Becerra, D., & Alvarez, D. (2009, March). Exploring migration intentions and drug use, offers, and exposure among youth in Central Mexico. Poster presentation at the 7th annual conference of the Southwest Interdisciplinary Research Center.

Marsiglia, F. F., Kulis, S. S., Yabiku, S., †Nieri, T. A., †Parsai, M., & †Becerra, D. (2009, January). Linguistic acculturation and the initiation of substance use among Mexican heritage children from 5th to 7th grade. 13th Annual Meeting of the Society for Social Work and Research. New Orleans, LA.

Marsiglia, F. F., Kulis, S. S., †Parsai, M., Villar, P., & †Garcia, C. (2009, January). Overcoming risk factors: Family influence and alcohol use among Mexican-origin adolescents in Arizona. 13th Annual Meeting of the Society for Social Work and Research. New Orleans, LA.

†Parsai, M., †Voisine, S., Marsiglia, F. F., Kulis, S. S., & †Nieri, T. A. (2009, January). The protective and risk effects of parents and peers on the substance abuse behaviors of youth. 13th Annual Meeting of the Society for Social Work and Research. New Orleans, LA.

Kulis, S. S., Marsiglia, F. F., & †Nieri, T. A. (2008, December). Substance use among Latino youth in the Southwest: The effects of perceived ethnic discrimination and acculturation stress. Poster presentation at the NIH Summit: The Science of Eliminating Health Disparities, National Harbor, Maryland.

Marsiglia, F. F., Kulis, S. S., †Parsai, M.B, Villar, P. & †Garcia, C. (2008, October). Family factors and Mexican American youth in the Southwest. Paper presentation at the Council on Social Work Education annual meeting. Philadelphia, PA.

Kulis, S. S., Marsiglia, F. F., & †Nieri, T. A. (2008, October). Relative influence of perceived ethnic discrimination and acculturation stress on substance use among Latino youth in the Southwest. Paper presentation at the American Public Health Association annual meeting. San

Diego, CA.

Kulis, S. S., Marsiglia, F. F., & †Crossman, A. (2008, October). Ethnic identity and substance use risk among Mexican-origin 5th graders: Moderating effects of gender and time in the U.S.A. Paper presentation at the American Public Health Association annual meeting. San Diego, CA.

Marsiglia, F. F., Kulis, S. S., †FitzHarris, B., & †Becerra, D. (2008, October). Youth problem behaviors and parent-child acculturation gaps in Latino immigrant families. Paper presentation at the American Public Health Association annual meeting. San Diego, CA.

Marsiglia, F. F., Kulis, S. S., García-Pérez, M. H., & Nieri, T. A. (2008, October). Community, family stress, and self-reported health status among students in Guanajuato, Mexico. National Meeting on Demographic Research in Mexico, Mérida, Mexico.

Marsiglia, F. F., Kulis, S. S., Yabiku, S. T., †Nieri, T. A., & †Bermudez-Parsai, M. (2008, May). Linguistic acculturation as a predictor of substance use onset among Mexican heritage children from 5th to 7th grade. Paper presentation at the Society for Prevention Research annual meeting, San Francisco, CA.

Marsiglia, F. F., Kulis, S. S., García-Pérez, H., & †Nieri, T. A. (2008, May). Prevention intervention with youth in rural communities in Central Mexico. Poster presentation at the Society for Prevention Research annual meeting, NIDA International Poster Session, San Francisco, CA.

Kulis, S. S., Marsiglia, F. F., †Nieri, T. A., & †Lee, C. (2008, April). A latent class analysis of acculturation in a sample of 5th grade Mexican-heritage children. Poster presentation at the annual conference of the Southwest Interdisciplinary Research Center.

Marsiglia, F. F., Kulis, S. S., Yabiku, S. T., †Nieri, T. A., †O'Neill, M., & †Parsai, M. (2008, April). Multiple indicators of linguistic acculturation and rates of substance use initiation among Mexican-heritage children from 5th to 7th grade. Poster presentation at the annual conference of the Southwest Interdisciplinary Research Center.

Kulis, S. S., Marsiglia, F. F., & †Nieri, T. A. (2008, April). Comparing effects of perceived discrimination and acculturation stress on substance use among Latino youth in the Southwest. Poster presentation at the annual conference of the Southwest Interdisciplinary Research Center.

Marsiglia, F. F., Kulis, S. S., †Parsai, M., Villar, P., †Garcia, C., & †FitzHarris, B. (2008, April). Overcoming risk factors for alcohol use: Family influences on Mexican-origin adolescents in Arizona. Poster presentation at the annual conference of the Southwest Interdisciplinary Research Center.

- Marsiglia, F. F., Kulis, S. S., García Pérez, M. H., & †Nieri, T. A. (2008, April). Health profile of rural, alternative high school students in Guanajuato, Mexico. Poster presentation at the annual conference of the Southwest Interdisciplinary Research Center.
- Marsiglia, F. F., Kulis, S. S., Dustman, P., & †Taussig, M., (2008, April). *keepin' it REAL*: The role of the school liaison in a drug prevention program: Bridging researcher and research participant. Poster presentation at the annual conference of the Southwest Interdisciplinary Research Center.
- Marsiglia, F. F., Kulis, S. S., García-Pérez, M. H., & †Bermudez-Parsai, M. (2008, January). Factors associated with hopelessness among Hispanic mothers. Poster presentation at the Society for Social Work and Research annual meeting, Washington, D.C.
- Kulis, S. S., Marsiglia, F. F., & †Crossman, A. (2008, January 18). Connecting ethnic identity and substance use risk among Mexican-origin 5th graders: Differences by gender and time in the U.S.A. Poster presentation at the Society for Social Work and Research annual meeting, Washington, D.C.
- Marsiglia, F. F., Kulis, S. S., †FitzHarris, B. & †Becerra, D. (2008, January). Parent-child acculturation gaps in Latino immigrant families and youth problem behaviors. Poster presentation at the Society for Social Work and Research annual meeting, Washington, D.C.
- Kulis, S. S., Marsiglia, F. F., †Castillo, J., †Becerra, D. & †Nieri, T. A. (2007, August). Drug resistance strategies and substance use among adolescents in Monterrey, Mexico. Paper presentation at the American Sociological Association annual meeting, New York City.
- Kulis, S. S., Marsiglia, F. F., †Nieri, T. A., & †Lingard, E. C. (2007, August). A survey of Mexican adolescents' Gender identity and substance use. Paper presentation at the American Sociological Association annual meeting, New York City.
- Okamoto, S. K., LeCroy, C. W., Tann, S. S., Rayle, A. D., Kulis, S. S., Dustman, P, & †Berceli, D. (2007, June). The implications of ecological assessment for primary prevention with indigenous youth populations. Paper presentation at the Indigenous Voices in Social Work: Not Lost in Translation, Waianae, Hawaii.
- Kulis, S. S., Marsiglia, F. F., †Shahan, K., †Crossman, A., & †Becerra, D. (2007, May-June). Drug resistance strategies of 5th grade students in the Southwest. Poster presentation at the Society for Prevention Research annual meeting, Washington, D.C.
- Marsiglia, F. F., Kulis, S. S., †Hussaini, S., & †Nieri, T. A. (2007, May-June). Acculturation and substance use among Mexican-heritage 5th graders: Contrasting effects of alternate measures. Poster presentation at the Society for Prevention Research annual meeting, Washington, D.C.

Marsiglia, F. F., Kulis, S. S., & †Parsai, M. (2007, May-June). Effects of family adaptability, cohesion and familism on Mexican-heritage adolescent problem-behavior. Poster presentation at the Society for Prevention Research annual meeting, Washington, D.C.

†Nieri, T. A., Kulis, S. S., & Marsiglia, F. F. (2007, May-June). Acculturation stress or perceived ethnic discrimination? Assessing their relative influences on substance use among Latino elementary students. Poster presentation at the Society for Prevention Research annual meeting, Washington, D.C.

Okamoto, S. K., LeCroy, C. W., Tann, S. S., Rayle, A. D., Kulis, S. S., Dustman, P., & †Berceli, D. (2007, May-June). The implications of ecological assessment for primary prevention. Poster presentation at the Society for Prevention Research annual meeting, Washington, D.C.

Kulis, S. S., Marsiglia, F. F., & †Crossman, A. (2007, April). Connecting ethnic identity and substance use risk among Mexican-origin 5th graders: Differences by gender and time in the U.S.A. Poster presentation at the annual conference of the Southwest Interdisciplinary Research Center.

Marsiglia, F. F., Kulis, S. S., †Burrell, G., & †Nieri, T. A. (2007, April). The role of ethnic identity in forming a latent measure of acculturation. Poster presentation at the annual conference of the Southwest Interdisciplinary Research Center.

Marsiglia, F. F., Kulis, S. S., †FitzHarris, B., & †Becerra, D. (2007, April). Parent-child acculturation gaps in Latino immigrant families and youth problem behaviors. Poster presentation at the annual conference of the Southwest Interdisciplinary Research Center.

Marsiglia, F. F., Kulis, S. S., García-Pérez, H., & †Parsai, M. (2007, April). Factors associated with hopelessness among Hispanic mothers. Poster presentation at the annual conference of the Southwest Interdisciplinary Research Center.

Marsiglia, F. F., Kulis, S. S., García-Pérez, H., †Nieri, T. A. & Gallegos, J. (2007, April). Guanajuato youth and health project. Poster presentation at the annual conference of the Southwest Interdisciplinary Research Center.

Kulis, S. S., Marsiglia, F. F., †Crossman, A. & †Nieri, T. A. (2007, January). Gender, gender identity, and risk behaviors of youth from Mexican immigrant families. Paper presentation at the Society for Social Work and Research annual meeting, San Francisco, CA.

Yabiku, S. T., Kulis, S. S., Marsiglia, F. F., †Crossman, A. & †Nieri, T. A. (2007, January). Gender, ethnicity, and acculturation as factors that jointly moderate the effectiveness of substance use prevention programs for youth. Paper presentation at the Society for Social Work and Research annual meeting, San Francisco, CA.

Yabiku, S. T., Kulis, S. S., Marsiglia, F. F., †Lewin, B., & †Nieri, T. A. (2007, January). The effects of school ethnic majority on the efficacy of a youth substance use prevention program.

Paper presentation at the Society for Social Work and Research annual meeting, San Francisco, CA.

Marsiglia, F. F., Kulis, S. S., Luengo, M. A., †Nieri, T. A., & Villar, P. (2007, January). Explaining immigrant versus native born differences in substance use among youth in Spain. Paper presentation at the Society for Social Work and Research annual meeting, San Francisco, CA.

Kulis, S. S., Marsiglia, F. F., & †Castillo, J. (2007, January). Strategies of Mexican youth for resisting drug offers and their relationship to substance use. Poster presentation at the Society for Social Work and Research annual meeting, San Francisco, CA.

Marsiglia, F. F., Kulis, S. S., †Hussaini, S. K., & †Nieri, T. A. (2007, January). Acculturation and substance use among Mexican American elementary students: Effects of different acculturation measures. Poster presentation at the Society for Social Work and Research annual meeting, San Francisco, CA.

†Nieri, T. A., Marsiglia, F. F., Kulis, S. S., & †Hussaini, S. K., & (2007, January). Gendered pathways from acculturation to substance use: A Study of Mexican-origin youth. Paper presentation at the Society for Social Work and Research annual meeting, San Francisco, CA.

Marsiglia, F. F., & Kulis, S. S. (2006, December). Prevencion como tratamiento: efectos de un modelo cultural especifico en Arizona-USA (Prevention as treatment: Effects of a culturally specific model from Arizona-USA). Invited paper presentation at the National Congress on Addictions: International Migration and Drug Use, sponsored by the Centros de Integración Juvenil, Mexico City.

†Voisine, S., †Parsai, M., Marsiglia, F. F., Kulis, S. S., †Nieri, T. A. (2006, September). Parental monitoring, permissiveness, and parental injunctive norms effects on Mexican heritage adolescents' substance use. Poster presentation at the National Hispanic Science Network on Drug Abuse annual meeting, Scottsdale, AZ.

Kulis, S. S., Marsiglia, F. F., & †Nieri, T. A. (2006, August). Perceived discrimination and acculturation stress: Effects on substance use among Latino youth in the Southwest. Paper presentation at the American Sociological Association annual meeting. Montreal.

Marsiglia, F. F., Kulis, S. S., †Hussaini, S. K., & †Nieri, T. A. (2006, August). Gendered effects of linguistic acculturation on drug use among Mexican-origin boys and girls. Paper presentation at the American Sociological Association annual meeting. Montreal.

Marsiglia, F. F., Kulis, S. S., Luengo, M. A., †Nieri, T., & Villar, P. (2006, August). Latin American immigrants in Spain: Resiliency and risk for substance use. Paper presentation at the American Sociological Association annual meeting. Montreal.

Kulis, S. S., Yabiku, S. T., Marsiglia, F. F., †Nieri, T. A., & †Crossman, A. (2006, August). Does gender moderate model program effects? A subgroup analysis by ethnicity and

acculturation of the efficacy of *keepin' it REAL*. Paper presentation at the American Sociological Association annual meeting. Montreal.

Marsiglia, F. F., Kulis, S. S., Luengo, M. A., †Nieri, T. A., & Villar, P. (2006, June). Risk and resiliency for substance use among Latin American immigrants in Spain. Poster presentation at the 2006 NIDA International Forum, Scottsdale, AZ.

Luengo, M. A., Kulis, S. S., Romero, E., Gomez-Fraguela, J. A., Villar, P., & †Nieri, T. A. (2006, June). Acculturation and risk factors for substance use: A study of immigrant adolescents in Spain. Poster presentation at the 2006 NIDA International Forum, Scottsdale, AZ.

Marsiglia, F. F., & Kulis, S. S. (2006, June). Advances in the study of acculturation processes across the lifespan. Paper presentation at the Society for Prevention Research annual meeting, San Antonio, TX.

Marsiglia, F. F., Kulis, S. S., †Hussaini, S. K., & †Nieri, T. A. (2006, June). Acculturation and substance use: Gendered pathways for Mexican-origin youth. Paper presentation at the Society for Prevention Research annual meeting, San Antonio, TX.

Kulis, S. S., Marsiglia, F. F., Yabiku, S. T., †Crossman, A., & †Nieri, T. A. (2006, June). Gender, ethnicity and acculturation: Intersecting moderators of substance use prevention efficacy. Paper presentation at the Society for Prevention Research annual meeting, San Antonio, TX.

Kulis, S. S., Marsiglia, F. F., & †Castillo, J. (2006, June). Drug resistance strategies and substance use among adolescents in Monterrey, Mexico. Paper presentation at the Society for Prevention Research annual meeting, San Antonio, TX.

Marsiglia, F. F., Kulis, S. S., Luengo, M. A., †Nieri, T., & Villar, P. (2006, June). Latin American immigrants in Spain: Risk and resiliency for substance use. Paper presentation at the Society for Prevention Research annual meeting, San Antonio, TX.

Kulis, S. S., †Lingard, E. C., & †Nieri, T. A. (2006, June). Gender identity and substance use among adolescents in Monterrey, Mexico. Paper presentation at the Society for Prevention Research annual meeting, San Antonio, TX.

Kulis, S. S., Marsiglia, F. F., Martinez, G. M., †Castillo, J., & †Becerra, D. (2006, April). Estrategias de resistencia y el uso de sustancias entre adolescentes en Monterrey, México [Resistance strategies and substance use among adolescents in Monterrey, Mexico]. Paper presentation at the VII Congreso Internacional en Adicciones, Guadalajara, Mexico.

Kulis, S. S., Yabiku, S. T., †Lewin, B., & †Nieri, T. A. (2006, April). The effects of school ethnic majority on the efficacy of a youth substance prevention program. Paper presentation at the Pacific Sociological Association annual meeting, North Hollywood, CA.

Kulis, S. S., & †Nieri, T. A. (2006, April). Reaching out to immigrant and non-immigrant youth in Spain: The Galicia project. Paper presentation at the 4th annual conference of the Southwest Interdisciplinary Research Center, Arizona State University, Tempe, AZ.

Kulis, S. S., Marsiglia, F. F., †Castillo, J., & †Becerra, D. (2006, April). Drug resistance strategies and substance use among adolescents in Monterrey, Mexico. Poster presentation at the 4th annual conference of the Southwest Interdisciplinary Research Center, Arizona State University, Tempe, AZ.

Marsiglia, F. F., Kulis, S. S., †Hussaini, S. K., & †Nieri, T. A. (2006, April). Comparing measures of acculturation and their link to substance use among U.S. 5th graders of Mexican heritage. Poster presentation at the 4th annual conference of the Southwest Interdisciplinary Research Center, Arizona State University, Tempe, AZ.

Kulis, S. S., Marsiglia, F. F., †Shahan, K., & †Crossman, A. (2006, April). 5th graders' resistance strategies in hypothetical situations of alcohol and drug offers. Poster presentation at the 4th annual conference of the Southwest Interdisciplinary Research Center, Arizona State University, Tempe, AZ.

Yabiku, S. T., Marsiglia, F. F., Kulis, S. S., & †Parsai, M. (2006, April). Parental influences on substance use among Mexican heritage 5th graders: Interactions of parental monitoring, injunctive, and personal norms. Poster presentation at the 4th annual conference of the Southwest Interdisciplinary Research Center, Arizona State University, Tempe, AZ.

Rayle, A. D., Kulis, S. S., Okamoto, S. K., Tann, S. S., Dustman, P., & †Burke, A. M. (2006, April). Who is offering and how often? Gender differences in drug offers among American Indian adolescents of the Southwest. Paper presentation at the American Counseling Association annual conference, Montreal, Canada.

Kulis, S. S., & Marsiglia, F. F. (2006, February). Neighborhood effects on Latino youth drug prevention. Poster presentation at the Council on Social Work Education annual meeting, Chicago, IL.

Kulis, S. S., Okamoto, S., & Rayle, A. D. (2006, January). Social contexts of drug offers among American Indian youth and their relationship to drug use: An exploratory study. Paper presentation at the Society for Social Work and Research annual meeting, San Antonio, TX.

Kulis, S. S., Yabiku, S. T., Marsiglia, F. F., †Nieri, T. A., & †Hussaini, S. K. (2006, January). Neighborhood influences on the efficacy of a model program of drug use prevention in schools. Paper presentation at the Society for Social Work and Research annual meeting, San Antonio, TX.

†Voisine, S., †Parsai, M., Marsiglia, F. F., Kulis, S. S., †Nieri, T. A. (2006, January). Parental monitoring and permissiveness: Effects on Mexican/Mexican American adolescent substance use. Paper presentation at the Society for Social Work and Research annual meeting, San Antonio, TX.

Okamoto, S., & Rayle, A. D., Kulis, S. S., & Tann, S. S. (2006, January). Who is offering and how often? Gender differences in drug offers among American Indian adolescents of the Southwest. Paper presentation at the Society for Social Work and Research annual meeting, San Antonio, TX.

Kulis, S. S., †Nieri, T. A., Yabiku, S., & Stromwall, L. (2005, August). Prevention as intervention: The success of a universal prevention program among early adolescent substance users. Paper presentation at the American Sociological Association annual meeting. Philadelphia.

Marsiglia, F. F., & Kulis, S. S. (2005, August) Linguistic acculturation of Mexican heritage youth and effective substance use prevention. Paper presentation at the American Sociological Association annual meeting. Philadelphia.

Kulis, S. S., Yabiku, S., Marsiglia, F. F., †Lewin, B., †Nieri, T. A., & †Hussaini, S. (2005, August). Neighborhood effects on the efficacy of a youth substance prevention program. Paper presentation at the American Sociological Association annual meeting. Philadelphia.

Kulis, S. S., †Nieri, T. A., Yabiku, S., & Stromwall, L. (2005, May). Effectiveness of the *keepin' it REAL* universal prevention program for substance users: Cessation and reduction effects among middle school students. Paper presentation at the Society for Prevention Research annual meeting, Washington, DC.

Voisine, S., †Parsai, M., Marsiglia, F. F., Kulis, S. S., & †Nieri, T. A. (2005, May). Parental practices: Effects on Mexican and Mexican American adolescents' substance use. Paper presentation at the Poster presentation for the Society for Prevention Research annual meeting, Washington, DC.

Kulis, S. S., Yabiku, S. T., Marsiglia, F. F., †Lewin, B., †Nieri, T. A., & †Hussaini, S. K. (2005, April). Neighborhood social contexts as mediating the effectiveness of youth drug use prevention. Paper presentation at the Pacific Sociological Association annual meeting, Portland, OR.

Kulis, S. S., & Marsiglia, F. F. (2005, January). *keepin' it REAL* for Mexican/Mexican American adolescents: An evidenced-based, culturally grounded substance use prevention program. Paper presentation at the annual meeting of the Society for Social Work and Research, Miami, FL.

Marsiglia, F. F., Kulis, S. S., & Holleran, L. (2005, January). Acculturation and ethnic identity: Culturally-grounded prevention with Mexican-American youth. Paper presentation at the annual meeting of the Society for Social Work and Research, Miami, FL.

Kulis, S. S., †Nieri, T. A., Stromwall, L., & Yabiku, S. (2005, January). Effects of a universal prevention program on cessation and reduction of adolescent substance use. Paper presentation at the annual meeting of the Society for Social Work and Research, Miami, FL.

Kulis, S. S., & Marsiglia, F. (2004, August). *keepin' it REAL* with adolescents of Mexican descent: Developing and testing evidenced-based, substance use prevention. Paper presentation at the annual meeting of the American Sociological Association, San Francisco, CA.

†Nieri, T. A., Kulis, S. S., & Keith, V. (2004, August). Looking good: Acculturation as a protective factor in the relationship between adolescent body image and substance abuse. Paper presentation at the annual meeting of the American Sociological Association, San Francisco, CA.

Kulis, S. S., Marsiglia, F. F., †Sicotte, D., †Hohmann-Marriott, B., & †Nieri, T. A. (2004, August). Everybody's doing it: School ethnic composition and Mexican American adolescents' substance abuse. Paper presentation at the annual meeting of the American Sociological Association, San Francisco, CA.

Kulis, S. S., Okamoto, Dixon Rayle, A., & †Nyakoe, S. (2004, July). Contextual influences related to drug resistance of Native American youth: An exploratory study. Paper presentation at the annual meeting of the American Psychological Association, Honolulu, Hawaii.

Marsiglia, F. F., Kulis, S. S., Elek, E., Dustman, P., Wagstaff, D. & Hecht, M. (2004, May). Mexican/ Mexican American adolescents and *keepin' it REAL*: An evidence-based, substance use prevention program. Paper presentation at the Society for Prevention Research annual meeting, Quebec City, Canada.

Marsiglia, F. F., Kulis, S. S., Elek, E., Wagstaff, D. & †Dran, D. (2004, May). The role of acculturation and ethnic identity in culturally-grounded substance use prevention with Mexican-American youth. Paper presentation at the Society for Prevention Research annual meeting, Quebec City, Canada.

Kulis, S. S., Marsiglia, F. F., & †Nieri, T. A. (2004, May). Neighborhood effects on youth alcohol use in the borderlands. Paper presentation at the Society for Prevention Research annual meeting, Quebec City, Canada.

Kulis, S. S., Marsiglia, F. F., & †Nieri, T. A. (2004, May). Substance use by Latino adolescents and the impact of school ethnic composition and acculturation level. Paper presentation at the Society for Prevention Research annual meeting, Quebec City, Canada.

Kulis, S. S., Marsiglia, F. F., †Sicotte, D. M., †Hohmann-Marriott, B. & †Nieri, T. A. (2004, April). Majority rules: The effects of school ethnic composition on substance use by Mexican American adolescents. Paper presentation at the Pacific Sociological Association annual meeting, San Francisco, CA.

†Nieri, T. A., Kulis, S. S., Keith, V.M. & Hurdle, D. (2004, April). Body image, acculturation, and substance abuse among boys and girls in the Southwest. Paper presentation at the Pacific Sociological Association annual meeting, San Francisco, CA.

Kulis, S. S., & †Hohmann-Marriott, B. (2004, January). School ethnic composition as both risk and protective factors for drug use by Mexican American youth. Paper presentation at the Society for Social Work and Research annual meeting, New Orleans, LA.

Marsiglia, F. F. & Kulis, S. S. (2004, January). Neighborhood effects on youth alcohol use: Are southwestern cities different? Paper presentation at the Society for Social Work and Research annual meeting, New Orleans, LA.

†Nieri, T. A., Marsiglia, F. F., & Kulis, S. S. (2004, January). The protective effects of religiosity and religious affiliation among acculturated and unacculturated Mexican American youth. Paper presentation at the Society for Social Work and Research annual meeting, New Orleans, LA.

Kulis, S. S., & Marsiglia, F. F. (2003, August). The intertwined roles of gender identity and ethnicity in adolescent drug use. American Sociological Association annual meeting, Atlanta, GA.

Kulis, S. S., Marsiglia, F. F., †Sicotte, D.M. & †Nieri, T. A. (2003, August). Neighborhood effects on middle school students' alcohol use in a southwestern city. American Sociological Association annual meeting, Atlanta, GA..

Marsiglia, F. F., Kulis, S. S., & †Nieri, T. A. (2003, June). Religiosity, religious affiliation, acculturation, and youth substance abuse. Society for Prevention Research annual meeting, Washington, DC.

Marsiglia, F. F. & Kulis, S. S. (2003, June). Gender identity, ethnicity, acculturation and drug use: Exploring differences among adolescents in the Southwest. Society for Prevention Research annual meeting, Washington, DC.

Hecht, M. L., Marsiglia, F. F., Kulis, S. S., Graham, J. W., Elek, E., †Miles, B. & †Sicotte, D. M. (2003, June). Enriching youth prevention research: Using perspectives from quantitative protocols, GIS technology, Census downloads, and ethnography to enhance understandings of a complex data collection. Society for Prevention Research annual meeting, Washington, DC.

Kulis, S. S., Elek, E., Graham, J. W., Wagstaff, D. A. & Hecht, M. L. (2003, June). Using innovative data-analytic models and techniques to inform the design and analysis of a substance use intervention study for adolescents. Society for Prevention Research annual meeting, Washington, DC.

†Sicotte, D.M., Kulis, S. S., & Hecht, M. L. (2003, June). Using GIS technology and Census downloads to expand understanding of patterns within the neighborhood context. Society for Prevention Research annual meeting, Washington, DC.

Marsiglia, F. F., Kulis, S. S., & Hecht, M. L. (2003, June). Ethnic self-identification and ethnic identify as predictors of drug norms and drug use. Poster presentation at the Society for Prevention Research annual meeting, Washington, DC.

Marsiglia, F. F. & Kulis, S. S. (2003, June). Sense of belonging in school as a protective factor for Native American students in Arizona. Poster presentation at the Society for Prevention Research annual meeting, Washington, DC.

MacEachron, A. E., Gustavsson, N., Kulis, S. S., & Marsiglia, F. F. (2003, June). Cigarette and marijuana use among Mexican-American youth in 8th grade: Initiation, usage patterns, acculturation and social learning. Poster presentation at the Society for Prevention Research annual meeting, Washington, DC.

Kulis, S. S., & Marsiglia, F. F. (2003, April). Native American students' sense of belonging in school: a protective factor against drug use. Pacific Sociological Association annual meeting, Pasadena, CA.

Marsiglia, F. F., Kulis, S. S., Hecht, M. L., Elek, E., Wagstaff, D. A. & Dustman, P. A. (2002, November). Culturally-specific prevention: The *keepin' it REAL* curriculum National Prevention Network, Prevention Research Conference. San Diego, CA.

Marsiglia, F. F. & Kulis, S. S. (2002, August). Evaluating a culturally grounded approach to youth drug prevention: The *keepin' it REAL* project. American Sociological Association annual meeting, Chicago, IL.

Hecht, M. L., Graham, J.W., Elek, E., Marsiglia, F. F., Kulis, S., Miller-Day, M. & Dustman, P. A. (2002, June). The Drug Resistance Strategies intervention: Program effects on growth of substance use. Society for Prevention Research annual meeting. Seattle, WA..

Kulis, S. S., & Marsiglia, F. F. (2002, April 19). The role of ethnic self-identification and ethnic identity in adolescent drug norms and drug use in the Southwest. Pacific Sociological Association annual meeting, Vancouver, B.C.

Marsiglia, F. F., Kulis, S. S., & Dustman, P. A. (2002, January). Creating, implementing and evaluating a culturally appropriate prevention message. Society for Social Work Research annual meeting, San Diego.

Marsiglia, F. F., Kulis, S. S., Dustman, P. A., Elek, E. & Hecht, M. L. (2001, November). Drug Resistance Strategies: A culturally-grounded substance abuse prevention program. Third Conference on Minority Issues in Prevention, Arizona State University, Tempe, AZ.

Kulis, S. S., & Marsiglia, F. F. (2001, August). Ethnic pride and the drug use norms of urban American Indian youth. American Sociological Association annual meeting, Anaheim, CA.

Kulis, S. S., Marsiglia, F. F. & Hecht, M. L. (2001, May-June). Gender labels, gender identity and early adolescent drug use. Society for Prevention Research annual meeting, Washington, D.C.

Marsiglia, F. F., Kulis, S. S., & Hecht, M. L. (2001, May-June). Ethnicity, ethnic identification,

and early adolescent drug use. Society for Prevention Research annual meeting, Washington, D.C.

Hecht, M. L., Marsiglia, F. F., Kulis, S. S., Elek, E., Graham, J. W. & Dustman, P. A. (2001, May-June). The Drug Resistance Strategies Project: Ethnicity and gender in adolescent substance use and prevention. Society for Prevention Research annual meeting, Washington, D.C..

Kulis, S. S., & Marsiglia, F. F. (2001, March-April). Drug use norms of urban American Indian adolescents: The role of ethnic pride and bi-culturalism. Pacific Sociological Association annual meeting, San Francisco, CA.

Kulis, S. S., & Marsiglia, F. F. (2000, August). Gender labels and gender identity as predictors of drug use among ethnically diverse middle school students. American Sociological Association annual meeting, Washington, DC.

Hecht, M. L., Marsiglia, F. F., Elek, E., Graham, J.W. Miller-Day, M. & Kulis, S. S. (2000, June). Preliminary evaluation of the Drug Resistance Strategies Project: A test of cultural appropriateness in program content. Society for Prevention Research annual meeting, Montreal, Canada.

Kulis, S. S., & Marsiglia, F. F. (2000, March). Gender, masculinity, and femininity as predictors of youth drug use. Pacific Sociological Association annual meeting, San Diego, CA.

Kulis, S. S., & †Takao-McIntyre, C. (1999, August). Racial gaps in academic rank among scientists. American Sociological Association annual meeting, Chicago.

Kulis, S. S., & Marsiglia, F. F. (1999, April). Ethnic labels versus ethnic identities as predictors of adolescent drug use. Pacific Sociological Association annual meeting, Portland, OR.

Marsiglia, F. F. & Kulis, S. S. (1998, October). Developing culturally grounded prevention messages with, and for, youth in groups. Association for the Advancement of Social Work with Groups annual symposium, Miami, FL

Kulis, S. S. (1998, August). Gender gaps in academic rank: Organizational discrimination, sex composition effects, and disciplinary variations. American Sociological Association annual meeting, San Francisco, CA.

†Warren, M.G., Weitz, R. & Kulis, S. S. (1998, August). De-professionalization and physician satisfaction. American Sociological Association annual meeting, San Francisco, CA.

Kulis, S. S., & †Sicotte, D. M. (1998, April). More than a pipeline problem: Doctoral labor supply and women's representation on science and engineering faculties. Pacific Sociological Association annual meeting, San Francisco, CA.

Kulis, S. S., & †Sicotte, D. M. (1997, August). Geographic constraints on women scientists'

careers in academia: Attracted to big cities, college clusters, or the coasts? American Sociological Association annual meeting, Toronto, Canada.

Kulis, S. S. (1997, April). Women scientists and discriminatory organizational contexts in academia. Pacific Sociological Association annual meeting, San Diego, CA.

Benin, M. & Kulis, S. S. (1997, April). Introducing undergraduates to sociological research through MicroCase and SPSS. Pacific Sociological Association annual meeting, San Diego, CA.

Kulis, S. S., †Edwards, N. & †Shaw, H. (1996, March). Gender segregation among postsecondary employees. Pacific Sociological Association annual meeting, Seattle, WA.

Kulis, S. S., †Chong, Y. & †Shaw, H. (1995, August). Discriminatory organizational contexts and black representation on college faculties. American Sociological Association annual meeting in Washington, D.C.

Kulis, S. S., †Chong, Y. & †Shaw, H. (1995, April). Institutional structure and the representation of black college faculty. Pacific Sociological Association annual meeting in San Francisco, CA.

Kulis, S. S., & Shaw, H. (1995, April). Racial segregation in the academic workplace: Evidence from 1991 EEO reports. Pacific Sociological Association annual meeting in San Francisco, CA.

Kulis, S. S. (1994, August). The recruitment and representation of women on science and engineering faculties: A comparative analysis of internal and external labor markets. American Sociological Association annual meeting, Los Angeles, CA.

Kulis, S. S. (1994, April). The gender gap in academic rank: Evidence from science and engineering. Pacific Sociological Association annual meeting in San Diego, CA.

Kulis, S. S., †Chong, Y. & †Shaw, H. (1994, April). Pipeline issues for black scientists and engineers. Pacific Sociological Association annual meeting in San Diego, CA.

Kulis, S. S. (1993, August). Understanding the parent-child socio-economic stake in intergenerational relationships. American Sociological Association annual meeting, Miami.

Kulis, S. S. (1992, August). Social class and the locus of reciprocity in relationships with adult children. American Sociological Association annual meeting, Pittsburgh, PA.

McCallum, J., Simons, L., Kulis, S. S., Simons, J. & Friedlander, Y. (1992, August). Outcomes of social support in an older Australian community, Dubbo. American Sociological Association annual meeting, Pittsburgh, PA.

Kulis, S. S. (1992, April). The organizational context for gender equity. Midwest Sociological

Society annual meeting, Kansas City, MO.

Kulis, S. S. (1991, August). The political economy of incorporation: Black sociologists in academia. American Sociological Association annual meeting, Cincinnati, OH.

Kulis, S. S., & Miller, K. A. (1989, August). The changing sex composition of a contracting profession: The case of academic sociology. American Sociological Association annual meeting, San Francisco, CA.

Kulis, S. S. (1988, August). Representation of women in top ranked sociology departments. American Sociological Association annual meeting, Atlanta, GA.

Kulis, S. S. (1986, August). Emotional distress following AFDC cutbacks. American Sociological Association annual meeting, New York, NY.

Kulis, S. S. (1986, August). AFDC cutbacks and demoralization among the working poor. Society for the Study of Social Problems annual meeting, New York, NY.

Kulis, S. S. (1986, April). Status of women in sociology, Pacific Sociological Association annual meeting, Denver, CO.

Kulis, S. S. (1986, April). The subjective consequences of welfare cuts. Pacific Sociological Association annual meeting, Denver, CO.

Kulis, S. S., Miller, K. A., Axelrod, M. & Gordon, L. (1985, August). Results of the longitudinal national survey on the status of minorities and women in the profession. American Sociological Association annual meeting, Washington, DC.

Kulis, S. S., Miller, K. A., Axelrod, M. & Gordon, L. (1985, April). Status of minorities and women in the profession: Results of the PSA longitudinal survey. Pacific Sociological Association annual meeting, Albuquerque, NM.

Litwak, E. & Kulis, S. S. (1983, August). Networks, primary groups, and formal organizations. American Sociological Association annual meeting, Detroit, MI.

Litwak, E., Kulis, S. S., & Worth, W. (1982, August). Technology, proximity, ethnicity and gender as factors affecting kin services to the aged: An elaboration of the modified extended family model of kin structure. American Sociological Association annual meeting, San Francisco, CA.

Kulis, S. S. (1981, August). Primary groups in disaster: The importance of shared functions. American Sociological Association annual meeting, Toronto, Canada.

Litwak, E. & Kulis, S. S. (1981, November). Changes in primary group support systems of the elderly: From community to institutionalization. Gerontological Society of America annual meeting, Washington, DC.

Litwak, E., Dono, J., Falbe, C.M., Kail, B., Kulis, S. S., Segal, D. & Sherman, R. (1979, August). An empirical demonstration of differential structure and function of primary groups among the aged. American Sociological Association annual meeting, Boston, MA.

GRANT APPLICATION REVIEWER FOR:

National Institutes of Health, National Institute on Minority Health and Health Disparities
National Science Foundation
The Spencer Foundation
Collaborative Research Center for American Indian Health, University of South Dakota

MANUSCRIPT REVIEWER FOR:

Addiction
American Journal of Sociology
American Sociological Review
American Sociologist
Archives of Pediatrics & Adolescent Medicine
Child Abuse and Neglect
Child Development
International Journal of Aging and Human Development
Journal of Counseling and Consulting Psychology
Journal of Drug Issues
Journal of Early Adolescence
Journal of Marriage and the Family
Journal of Family Issues
Journal of Health and Social Behavior
Journal of Primary Prevention
Prevention Science
Psychology of Addictive Behavior
Research in Higher Education
Social Forces
Social Problems
Sociological Perspectives
Sociological Forum
Sociological Focus
Sociology of Education
Substance Use and Misuse
Teaching Sociology
Work and Occupations

SERVICE TO THE PROFESSION

- Member, Training Committee, Society for Prevention Research, 2010-2014
- Moderator, paper session on “Sociology of Religion: Venturing beyond Protestantism,” Pacific Sociological Association annual meeting, Portland, OR, March 2014.
- Moderator, paper session on “Culturally Pertinent Research”, Society for Social Work and Research, San Antonio, TX, January 2014.
- Member, Program Committee, Pacific Sociological Association 2012 Annual Meeting, 2011-2012.
- Organizer, paper sessions on “Race in Organizations,” “Health Disparities,” and “Culture and Health,” Pacific Sociological Association annual meeting, San Diego, CA, March 2012.
- Organizer, paper session on “Cultural and Social Factors in Health Disparities,” Pacific Sociological Association annual meeting, San Diego, CA, April 2009
- Member, Dissertation Award Selection Committee, American Sociological Association, 2008-2010
- Member, Graduate Student Paper Award, American Sociological Association, Section on Alcohol and Drugs, 2006-2008.
- Moderator, paper session on “Adolescent Substance Abuse Prevention,” Society for Social Work and Research annual meeting, Miami, FL, January 2005.
- Council Member, Pacific Sociological Association, 2002-2004.
- Member, Program Committee, Pacific Sociological Association 2003 annual meeting.
- Member, Committee on the Status of Women in Sociology, American Sociological Association, 1994, 1995, 2000-2004.
- Discussant, Regular Session on “Labor Markets: First Jobs and Early Careers,” American Sociological Association annual meeting, Anaheim, Ca, August, 2001.
- Invited participant and contributor of a position paper, conference on “Toward a Sociology of Sociology: A Research Agenda for the 21st Century,” American Sociological Association (Fund for Advancement of the Discipline), June 14-16, 2001, Washington, D.C.
- Member, Committee on the Status of Gays, Lesbians, Bisexuals, and Transgendered Persons, Pacific Sociological Association, 1997- 2000.
- Member, Membership Committee, Pacific Sociological Association, 1995-97.
- Organizer, Session on “Evaluating Gender Scholarship,” American Sociological Association annual meeting, Toronto, 1997.
- Chair, Committee on the Status of Women in Sociology, American Sociological Association, 1996.

SERVICE TO THE COLLEGE AND UNIVERSITY

- Member, Ad Hoc Promotion and Tenure Committee, College of Nursing and Healthcare Innovation, 2012.
- Member, Academic Standards Committee, College of Liberal Arts and Sciences, 2007-2010.

- Member, Arizona State University Commission on the Status of Women, 2007-2009.
- Mentor, ASU Faculty Development Program, 2006-2007.
- Member, ASU Phi Beta Kappa Admissions Committee, 2006.
- Member, Chair Search Committee, Department of Women and Gender Studies, 2003-2004.
- Affiliated Faculty, School of Social Work, 2004-current.
- Affiliated Faculty, School of Justice and Social Inquiry, 2004-current.
- Affiliated Faculty, Women and Gender Studies Program, 2000-current.
- Member, Women's Studies Promotion and Tenure Committee, 2002-2003.
- Member, Building Design Committee for Lattie F. Coor Hall, 1998-2003.
- Affiliated Faculty, Adult Development and Aging Program, 1989-2003.
- Sociology Department Representative, College of Liberal Arts and Sciences Senate, 2001-2002.
- Faculty Advisor for Progression (graduate student lesbian, gay, bi-sexual & transgender group) 2001-2002.
- Member, College of Liberal Arts and Sciences Quality of Instruction Committee, 1999-2000, 2000-01.
- Member, Parking Citations Appeals Board, 1995-2001.
- President (1995-96), Vice President (1994-95), Secretary (1993-94), Treasurer (1992-93), and Member of Nomination Committee (1992-97), ASU Chapter of Phi Beta Kappa.
- Organizer & Presenter, Graduate College teaching assistant seminars 1992, 1993 and 1995.
- Participant, CLAS Writing Across the Curriculum workshops, 1988-90.
- Member, Interdisciplinary Committee on Aging, 1986-89.
- Faculty Sponsor, Student Association for Gerontological Education 1986-88.
- Member, Chair Search Committee, Family Resources and Human Development, 1986-87.
- Graduate College representative to Ph.D. dissertation defense of Lawrence Guillow (History, 1996), Maryann Hiatt Wolverton (Educational Leadership and Policy Studies, 1994), and M. A. defense of Dawn Walczak (Art History, 1985).

SERVICE TO THE SCHOOL/DEPARTMENT

- Member, SSFD Personnel Committee, 2013-2015
- Member, Sociology Graduate Committee, 2012-2013
- Member, Sociology Ph.D. Redesign Committee, 2012-2013
- Co-Chair, SSFD Personnel Committee, 2009-2010, 2008-2009, 2007-2008, 2006-2007.
- Member, SSFD Leadership Committee, 2009-2010, 2008-2009, 2007-2008, 2006-2007.
- Member, SSFD Program Review Committee, 2007.
- Member, Sociology Personnel Committee, 2005-06, 2003-04, 2002-03, 1999-00, 1998-99 (Chair), 1996-97, 1993-94, 1992-93, 1989-90, 1988-89, 1986-87, 1985-86.
- Chair, Sociology Ad Hoc Committee on Web Page Redesign, 2003-04.
- Chair, Sociology Ph.D. Examination Committee for Sociology of Work, 2002-2004.
- Member, Sociology Survey Research Policy Board, 2002-03, 99-00, 98-99.

- Editor, Sociology Departmental Newsletter, 2000-01.
- Chair, Sociology Ph.D. Examination Committee for Gender, 1998-2001.
- Member, Sociology Graduate Committee, 2000-01, 1992-96.
- Chair, Sociology Chair Search Committee, 2000.
- Member, Sociology Undergraduate Committee, 1999-2000, 98-99.
- Member, Sociology Strategic Planning Committee, 1999-2000, 98-99.
- Chair, Sociology Personnel Committee, 1998-99.
- Sociology Department Liaison for University Program for Faculty Development, 1994-97.
- Member, Sociology Search Committee for Race and Ethnicity faculty line, 1996-97.
- Member, Sociology Departmental Committee of Review, 1995-96.
- Member, Sociology Search Committee for Family faculty line, 1994-95.
- Sociology Department Liaison for Social Science Computer Cluster, 1992-95.
- Associate Chair, Sociology Survey Research Laboratory Policy Review Board, 1987-95.
- Member, Sociology Ad Hoc Committee on Scheduling and Enrollment, 1994.
- Member, Sociology Search Committee for Hispanic/Southwest Studies faculty line, 1993-94.
- Chair, Sociology Ph.D. Examination Committee for Sociology of Education, 1992-94.
- Chair, Sociology Library Committee, 1989-94; member 1985-88.
- Member, Sociology Undergraduate Ad Hoc Committee on teaching evaluation, 1993.
- Member, Sociology Department Chair Search Committee, 1991-92.
- Chair, Sociology Search Committee for Family faculty line, 1989-90.
- Chair, Sociology Search Committee for Gerontology/Medical faculty line, 1988-89.
- Sociology Undergraduate advisor, 1988-89.
- Assistant Director of the Sociology Survey Research Laboratory, 1984-87.
- Discussant, Ninth Conference, Sociology Survey Research Practicum, May, 1986.
- Member, Sociology Merit Criteria Ad Hoc Committee, 1985.

DISSERTATIONS, THESES, & COMPREHENSIVE EXAM COMMITTEES

(year completed)

- Chair, Ph.D. dissertation committees for
 - Julieann Nagoshi (2011): “Mediators and Moderators of the Gender Role-Substance Use Relationship in Mexican American Adolescents” [Social Work]
 - Syed Hussaini (2008): “Immigrant adaptation among students of Mexican heritage in the Southwest: Understanding differences among fifth graders’ consumption norms of alcohol, cigarettes, and marijuana.” [Sociology]
 - Tanya Nieri (2007): “School composition and the acculturation experience: How classmates shape Latino students’ cultural identity.” [Sociology]
 - Nelta Edwards (2000): “Cancer in Point Hope, Alaska: Science, language and knowledge.” [Sociology]

- Stephen Miraglia (1996): “Empowerment, teams and diversity at Hi-tech, Inc.” [Sociology]
- Chair, Sociology M. A. thesis committees for
 - Shawn Collins (2000)
 - Bo Yuan (1994)
 - Elizabeth McNulty (1987).
- Member, doctoral dissertation committees for
 - Marcos Martinez (current) [Social Work]
 - Kim Burrola (2012) [Family and Human Development]
 - Albert Kopak (2010) [Justice and Social Inquiry]
 - Blythe Fitzharris (2009) [Social Work]
 - Jennifer Jacobson (2008) [Sociology]
 - David Becerra (2008) [Social Work]
 - Ashley Crossman (2007) [Sociology]
 - Tucker Brown (2007) [Sociology]
 - Lisa Kramer (2006) [Sociology]
 - Chunyan Song (2005) [Sociology]
 - Giduk Kim (2001) [Social Work]
 - Robin McCord (2000) [Educational Leadership and Policy Studies]
 - Mary Warren (1997) [Sociology]
 - Heather Shaw (1995) [Sociology]
 - Elizabeth McNulty (1993) [Sociology]
 - Dorothy Everts (1992) [Sociology]
 - Diana Elliot (1992) [Educational Leadership and Policy Studies]
 - Virginia Stall (1992). [Educational Leadership and Policy Studies]
 - Shang-Luan Yan (1990) [Sociology]
 - Rose Ohm (1987). [Sociology]
- Member, M. A. thesis committee for
 - Victoria Stay (2006) [Sociology]
 - Jennifer Harrison (2006) [Sociology]
 - Kim Ward Hart (2003) [Sociology]
 - Rong Wang (2002) [Sociology]
 - Dan Hassell (2002) [Sociology]
 - John Parker (2001) [Sociology]
 - Karl Bryant (1997) [Sociology]
 - Nancy Trevarthen (1997) [Sociology]
 - Xiaoping Wang (1994) [Sociology]
 - Wei Jie Chen (1993) [Sociology]
 - Julia Angelica (1990) [English]
 - Mary Maudlin (1990) [Architecture]
 - Alicia Gonzales (1989) [Sociology]

- Member, M.S.W. thesis committee for Monica Parsai (2004) [Social Work].
- Member, Sociology Honors Thesis committee for Roxanne Metz (1992).
- Chair, Sociology Comprehensive Exam committees:
 - Gender (2000-03)
 - Sociology of Work (2002-04).
- Member, Sociology Comprehensive Exam committees:
 - Aging (1993-97)
 - Family (1991-95)
 - Organizations & Occupations (1991-97)
 - Social Organization (1987-90)
 - Social Problems (1984-87)
 - Stratification (1991-94)
 - Theory (1988-89).

COURSES TAUGHT

Graduate courses

Research Methods
 Poverty & Single Parents
 Practicum in Survey Research

Undergraduate courses

Introductory Sociology
 Social Statistics I
 Men & Masculinity
 Sociology of Complex Organization
 Urban Sociology
 Sociology of Aging
 Social Conflict

ALEXANDER KURZ, PH.D., BCBA-D

T. Denny Sanford School of Social and Family Dynamics
Arizona State University ♦ P.O. Box 872111 ♦ Tempe, AZ 85287 ♦ 480.965.7690
alexander.kurz@asu.edu

EDUCATION

Ph.D.	Peabody College of Vanderbilt University, 2011 Advisors: Dr. Stephen N. Elliott and Dr. Daniel J. Reschly Special Education: High Incidence Interdisciplinary Program in Educational Psychology Dissertation: <i>Opportunity to learn the intended curriculum: Measuring key instructional indicators and examining relations to achievement for students with disabilities</i>	Nashville, TN
M.Ed.	Peabody College of Vanderbilt University, 2007 Advisors: Dr. Joseph H. Wehby and Dr. Stephen N. Elliott Special Education: Behavior Disorders Applied Behavior Analysis Certification Program Thesis: <i>Alignment of the intended, planned, and enacted curriculum in general and special education and its relation to student achievement</i>	Nashville, TN
B.S.	Middle Tennessee State University, 2003 Philosophy	Murfreesboro, TN
B.A.	Middle Tennessee State University, 2001 Special Education	Murfreesboro, TN
	Pädagogische Hochschule Ludwigsburg Special Education	Ludwigsburg, Germany

RESEARCH AREAS

Student Level:	Applied Behavior Analysis (ABA)
Teacher Level:	Teacher Effectiveness; Teacher Evaluation; Opportunity-to-learn (OTL); Data-based Decision-making; Job-embedded Professional Development
School Level:	School Improvement; Collective Impact

PROFESSIONAL AND GRADUATE RESEARCH EXPERIENCES

2013 - Present	Assistant Research Professor T. Denny Sanford School of Social and Family Dynamics, Arizona State University	Tempe, AZ
2013 - Present	Director Arizona Practitioner-Researcher Educational Partnership Office, Arizona State University	Tempe, AZ
2012 - Present	Courtesy Research Associate Behavioral Research and Teaching Program, University of Oregon	Eugene, OR

2011 - 2013	Affiliated Adjunct Faculty Mary Lou Fulton Teachers College, Arizona State University	Tempe, AZ
2011 - 2013	Assistant Research Professor Learning Sciences Institute, Arizona State University	Tempe, AZ
2008 - 2011	Research Assistant Center for Assessment and Intervention Research Dr. Stephen N. Elliott, Peabody College of Vanderbilt University	Nashville, TN
2007 - 2010	Educational Consultant & Psychometric Research Analyst Discovery Education Assessment, LLC	Nashville, TN
2007 - 2008	Board Certified Behavior Analyst (BCBA) Scarab Behavioral Health Services, LLC	Nashville, TN
2005 - 2007	Research Assistant Vanderbilt Behavior Research Center Dr. Joseph H. Wehby, Peabody College of Vanderbilt University	Nashville, TN
2003 - 2005	Special Education Teacher & Reading Intervention Specialist Learning Center, Kearny Educational Complex	San Diego, CA
2001 - 2002	Special Education Teacher Blackman High School	Murfreesboro, TN
1995 - 1997	Educational Assistant Staatliche Heimsonderschule für Körperbehinderte	Markgröningen, Germany

AWARDS AND HONORS

2011	Bonsal Applied Education Research Award (\$8,000) Award for Research and Development of Educational Technology with Large-scale Application K-12.	Vanderbilt University
2008 - 2011	Dunn Family Scholar of Educational and Psychological Assessment	Vanderbilt University

REFEREED JOURNAL PUBLICATIONS

- Kurz, A., Elliott, S. N., & Roach, A. T.** (in press). Addressing the missing instructional data problem: Using a teacher log to document Tier 1 instruction. *Remedial and Special Education*.
- Reddy, L. A., Kettler, R. J., & **Kurz, A.** (in press). School psychologists as systems-level consultants: Interdisciplinary perspectives. *Journal of Educational and Psychological Consultation*.
- Roach, A. T., **Kurz, A.**, & Elliott, S. N. (in press). Using personalized instructional feedback data to facilitate opportunity to learn for students with disabilities. *Preventing School Failure*.
- Elliott, S. N., Roach, A. T., & **Kurz, A.** (2014). Evaluating and advancing the effective teaching of special educators with a dynamic instructional practices portfolio. *Assessment for Effective Intervention*, 39(2), 83-98. doi:10.1177/1534508413511491
- Kurz, A., Elliott, S. N., Lemons, C. J., Zigmond, N., Kloo, A. & Kettler, R. J.** (2014). Assessing opportunity-to-learn for students with and without disabilities. *Assessment for Effective Intervention*. Advance online publication. doi:10.1177/1534508414522685

- Kurz, A., & Elliott, S. N., Kettler, R. J., & Yel, N.** (2014). Assessing students' opportunity to learn the intended curriculum using an online teacher log: Initial validity evidence. *Educational Assessment, 19*, 159-184. doi:10.1080/10627197.2014.934606
- Kettler, R. J., Elliott, S. N., **Kurz, A.**, Zigmond, N., Lemons, C. J., Kloo, A., ... Mosiman, M. (2013). Predicting end-of-year achievement test performance: A comparison of assessment methods. *Assessment for Effective Intervention, 39*(3), 156-169. doi:10.1177/1534508413475644
- Kurz, A.**, Talapatra, D., & Roach, A. T. (2012). Meeting the curricular challenges of inclusive assessment: The role of alignment, opportunity to learn, and student engagement. *International Journal of Disability, Development and Education, 59*(1), 37-52. doi:10.1080/1034912X.2012.654946
- Kettler, R. J., Rodriguez, M. C., Bolt, D. M., Elliott, S. N., Beddow, P. A., & **Kurz, A.** (2011). Modified multiple-choice items for alternate assessments: Reliability, difficulty, and differential boost. *Applied Measurement in Education, 24*(3), 210-234. doi:10.1080/08957347.2011.580620
- Kurz, A.**, Elliott, S. N., Wehby, J. H., & Smithson, J. L. (2010). Alignment of the intended, planned, and enacted curriculum in general and special education and its relation to student achievement. *Journal of Special Education, 44*(3), 131-145. doi:10.1177/0022466909341196
- Roach, A. T., Beddow, P. A., **Kurz, A.**, Kettler, R. J., & Elliott, S. N. (2010). Incorporating student input in developing alternate assessments based on modified academic achievement standards. *Exceptional Children, 77*(1), 61-80.
- Elliott, S. N., Kettler, R. J., Beddow, P. A., **Kurz, A.**, Compton, E., McGrath, D., . . . Roach, A. T. (2010). Effects of using modified items to test students with persistent academic difficulties. *Exceptional Children, 76*(4), 475-495.
- Roach, A. T., Chilungu, E. N., LaSalle, T. P., Talapatra, D., Vignieri, M. J., & **Kurz, A.** (2009). Opportunities and options for facilitating and evaluating access to the general curriculum for students with disabilities. *Peabody Journal of Education, 84*(4), 511-528. doi:10.1080/01619560903240954
- Roach, A. T., Niebling, B. C., & **Kurz, A.** (2008). Evaluating the alignment among curriculum, instruction, and assessments: Implications and applications for research and practice. *Psychology in the Schools, 45*(2), 158-176. doi:10.1002/pits.20282

BOOKS

- Elliott, S. N., Kettler, R. J., Beddow, P. A., & **Kurz, A.** (Eds.). (2011). *Handbook of accessible achievement tests for all students: Bridging the gaps between research, practice, and policy*. New York: Springer.

BOOK CHAPTERS

- Niebling, B. C., & **Kurz, A.** (in press). Best practices in curriculum alignment. In P. Harrison & A. Thomas (Eds.), *Best practices in school psychology VI* (pp. 1-14). Washington DC, National Association of School Psychologists.
- Elliott, S. N., & **Kurz, A.** (2013). MyiLOGS: Technology for optimizing teachers' instructional progress management. In R. Atkinson (Ed.), *Learning environments: Technologies, challenges, and impact assessment* (pp. 1-20). Hauppauge, New York: Nova Science Publishers.

- Elliott, S. N., Kettler, R. J., Zigmond, N., & **Kurz**, A. (2013). Modified alternate assessment participation screening consortium: Lessons learned. In M. L. Thurlow, S. S. Lazarus, & S. Bechard (Eds.), *Lessons learned in federally funded projects that can improve the instruction and assessment of low performing students with disabilities* (pp. 87-124). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.
- Elliott, S. N., Rodriquez, M. C., Roach, A. T., Beddow, P. A., Kettler, R. J., & **Kurz**, A. (2013). Consortium for modified alternate assessment development and implementation: Lessons learned. In M. L. Thurlow, S. S. Lazarus, & S. Bechard (Eds.), *Lessons learned in federally funded projects that can improve the instruction and assessment of low performing students with disabilities* (pp. 167-204). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.
- Elliott, S. N., **Kurz**, A., Neergaard, L. (2012). Large-scale assessment for educational accountability. In K. R. Harris, S. Graham, & T. Urdan (Eds.), *Handbook of educational psychology: Application to learning and teaching* (Vol. 3, pp. 111-138). Washington, DC: American Psychological Association.
- Elliott, S. N., Kettler, R. J., Beddow, P. A., & **Kurz**, A. (2011). Accessible tests of student achievement: Access and innovations for excellence. In S. N. Elliott, R. J. Kettler, P. A. Beddow, & A. Kurz (Eds.), *Handbook of accessible achievement tests for all students: Bridging the gaps between research, practice, and policy* (pp. 319-328). New York: Springer.
- Kurz**, A. (2011). Access to what should be taught and will be tested: Students' opportunity to learn the intended curriculum. In S. N. Elliott, R. J. Kettler, P. A. Beddow, & A. Kurz (Eds.), *Handbook of accessible achievement tests for all students: Bridging the gaps between research, practice, and policy* (pp. 99-129). New York: Springer.
- Beddow, P. A., **Kurz**, A., & Frey, J. R. (2011). Accessibility theory: Guiding the science and practice of test item design with the test-taker in mind. In S. N. Elliott, R. J. Kettler, P. A. Beddow, & A. Kurz (Eds.), *Handbook of accessible achievement tests for all students: Bridging the gaps between research, practice, and policy* (163-182). New York: Springer.
- Elliott, S. N., Beddow, P. A., **Kurz**, A., & Kettler, R. J. (2011). Creating access to instruction and tests of achievement: Challenges and solutions. In S. N. Elliott, R. J. Kettler, P. A. Beddow, & A. Kurz (Eds.), *Handbook of accessible achievement tests for all students: Bridging the gaps between research, practice, and policy* (pp. 1-16). New York: Springer.
- Kurz**, A., & Elliott, S. N. (2011). Overcoming barriers to access for students with disabilities: Testing accommodations and beyond. In M. Russell (Ed.), *Assessing students in the margins: Challenges, strategies, and techniques* (pp. 31-58). Charlotte, NC: Information Age Publishing.
- Elliott, S. N., Kettler, R. J., Beddow, P. A., & **Kurz**, A. (2010). Research and strategies for adapting formative assessments for students with special needs. In H. L. Andrade & G. J. Cizek (Eds.), *Handbook of formative assessment* (pp. 159-180). New York: Taylor & Francis.

UNDER REVIEW

- Reddy, L. A., **Kurz**, A., & Kettler, R. J. (2014). Measuring Educators' Attitudes and Beliefs about Evaluation: Initial Evidence for the Teacher Evaluation Experience Scale. *Educational Measurement: Issues and Practices*.
- Roach, A. T., LaSalle, T. P., & **Kurz**, A. Differentiated classroom assessment practices to meet the needs of all students: The classroom assessment standards in the context of inclusive education. In D. Klinger, P. McDivitt, & B. Howard (Eds.), *Classroom Assessment Standards*. Iowa City, IA: Joint Committee on Standards for Educational Evaluation.

IN PREPARATION

Kurz, A. Reddy, L. A., & Albers, C. Toward a model of instructional coaching. *Educational Researcher*.

Kurz, A., Reichenberg, R., & Yel, N. Setting Opportunity-to-learn standards for effective teaching. *Teachers College Press*.

Elliott, S. N., & Kurz, A. Understanding the impact of opportunity to learn on growth in both summative and interim assessments. In G. Tindal & N. Kingston (Eds.), *Modeling/Measuring Academic Growth to Improve Instruction for Students with Disabilities*. Washington, DC: Stanford Research Institute International.

EDUCATIONAL TECHNOLOGIES AND INNOVATIONS

Kurz, A. & Elliott, S. N. (2012). MyiLOGS: My instructional learning opportunities guidance system (Version 2) [Online measurement instrument]. Tempe, AZ: Arizona State University.

PRESENTATIONS AND SYMPOSIA

Elliott, S. N., Kurz, A., & Davies, M. (2013, October). *Research on opportunity to learn: A key access and validity issue when testing students with disabilities*. Australian Association of Special Education, Adelaide, AU.

Elliott, S. N., & Kurz, A. (2012, June). *Opportunity-to-learn as a moderating variable in achievement growth*. Paper presented at the annual CCSO National Conference on Student Assessment, Minneapolis, MN.

Kurz, A. (2012, May). *Using teacher logs to measure opportunity-to-learn in the context of special education: Conceptual and methodological challenges and empirical findings*. Presentation at the Educational Testing Service Research and Policy Forum, Princeton, NJ.

Elliott, S. N., & Kurz, A. (2012, April). *Measurement of opportunity-to-learn and its contribution to achievement gains of students with disabilities*. Paper presented at the annual meeting of the National Council on Measurement in Education, Vancouver, Canada.

Elliott, S. N., & Kurz, A. (2012, April). *Measurement of opportunity-to-learn and its contribution to achievement gains of students with disabilities*. Presentation at the U.S. Department of Education Leveraging Resources Conference, Bethesda, MD.

Kettler, R. J., Elliott, S. N., Kurz, A., & Lemons, C. (2012, February). *Measuring what teachers teach and students learn: An integrated model*. Presentation at the annual meeting of the National Association of School Psychologists, Philadelphia, PA.

Kurz, A. (2012, February). Access to the general curriculum: A differentiated opportunity structure for students with disabilities. In N. Zigmond (Chair), *Assessment, opportunity-to-learn, and teacher perceptions: Putting the pieces together for students in special education*. Symposium conducted at the annual Pacific Coast Research Conference, San Diego, CA.

Kurz, A. (2011, June). *Instructional progress management: An introduction*. Presentation at the annual Arizona Department of Education Leading Change Conference, Tucson, AZ.

Elliott, S. N., & Kurz, A. (2011, April). *Learning analytics: Measuring indicators that matter*. Presentation at the annual Arizona State University Education Innovation Summit, Scottsdale, AZ.

- Elliott, S. N., & Kurz, A. (2011, February). *Measuring students' access to the intended and assessed curriculum: Constructs, tactics, and tools*. Presentation at the annual meeting of the National Association of School Psychologists, San Francisco, CA.
- Kettler, R. J., Kurz, A., Beddow, P. A., & Elliott, S. N. (2011, February). *Online identification of students with learning problems or instructional needs*. Poster presented at the annual meeting of the National Association of School Psychologists, San Francisco, CA.
- Kurz, A., & Elliott, S. N. (2010, September). MyILOGS: A measure of students' opportunity to learn the intended curriculum. In B. Jupp (Chair), *Evaluating and rewarding educator effectiveness: Innovations and lessons from the field*. Symposium conducted at the national meeting of the National Center for Performance Incentives, Nashville, TN.
- Elliott, S. N., & Kurz, A. (2010, July). *Measuring student access to the intended and assessed curriculum: Constructs, tactics, and tools*. Presentation at the annual meeting of the Office of Special Education Programs Project Directors, Washington, DC.
- Kurz, A. (2010, July). Access to what should be taught and will be tested: Students' opportunity to learn the intended curriculum. In C. J. Lemons (Chair), *Reading instruction and assessment for children in special education*. Symposium conducted at the annual meeting of the Society for the Scientific Study of Reading, Berlin, Germany.
- Beddow, P. A., Kurz, A., Kettler, R. J., Elliott, S. N., Mosiman, M., & Williams, L. (2010, April). *Strategies to increase student access to assessment and aligned instruction*. Presentation at the annual meeting of the Council for Exceptional Children, Nashville, TN.
- Elliott, S. N., Kurz, A., Beddow, P. A., & Frey, J. (2009, February). *Cognitive load theory and universal design principles: Applications to test item development*. Presentation at the annual meeting of the National Association of School Psychologists, Boston, MA.
- Roach, A. T., Niebling, B. C., Kurz, A., & Wixson, C. S. (2007, August). *Aligning curriculum, instruction, and assessments: New tools for psychologist*. Presentation at the annual meeting of the American Psychological Association, San Francisco, CA.
- Kurz, A., & Fink, J. (2004, December). *Mapping the IEP: Facilitating student involvement in the IEP process through visual media*. Presentation at the annual meeting of the California League of Middle Schools, Monterey, CA.

RESEARCH GRANTS AND OTHER EXTERNAL FUNDING

- | | |
|----------------|---|
| 2014 – Present | <p>Thriving Together
 <i>United Way</i> - \$70,000
 Principal Investigators Kurz, A.</p> |
| 2013 - Present | <p>Integrated Technology Tools for Optimizing Instruction and Assessment Results for Students with Disabilities
 <i>U.S. Department of Education</i> - \$3,000,000
 Principal and Co-Principal Investigators: Elliott, S. N., Kurz, A., Tindal, G.</p> |
| 2013 - Present | <p>What Works for Title I: Understanding the Contributors and Barriers to School Improvement (WWT1)
 <i>Institute of Education Sciences</i> - \$400,000
 Principal and Co-Principal Investigators: Kurz, A., Giovannone, C. L.</p> |
| 2012 - Present | <p>The School System Improvement (SSI) Project
 <i>U.S. Department of Education</i> - \$39,703,502
 Principal and Co-Principal Investigators: Reddy, L. A., Kettler, R. J., & Kurz, A.</p> |

- 2011 - 2012 **Opportunity to Learn the Arizona Alternate State Standards for Students with Significant Cognitive Disabilities (ADE 1% OTL)**
Arizona Department of Education - \$75,000
 Principal and Co-Principal Investigators: **Kurz, A., & Williams, L.**
- 2011 - 2013 **Enhancing the Large-scale Application of MyiLOGS: Educational Technology for Instructional Progress Management (EdTech-IPM)**
Arizona State University Venture Catalyst - \$50,000
 Principal and Co-Principal Investigators: Elliott, S. N., & **Kurz, A.**

INTERNAL FUNDING

- 2013 - Present **Sanford School Seed Grant (S3G)**
T. Denny Sanford School of Social and Family Dynamics - \$10,300
 Principal Investigator: **Kurz, A.**

OTHER RESEARCH GRANT AFFILIATIONS

- 2011 - Present **National Center on Assessment and Accountability for Special Education (NCAASE)**
Institute of Education Sciences Center Grant, U.S. Department of Education
 Principal and Co-Principal Investigators: Tindal, G., Stevens, J., Schulte, A., & Elliott, S. N.
 Role: Investigator
- 2009 - 2012 **Modified Alternate Assessment Participation Screening (MAAPS)**
Enhanced Assessment Grant, U.S. Department of Education
 Principal and Co-Principal Investigators: Elliott, S. N., Kettler, R. J., & Zigmond, N.
 Role: Investigator
- 2008 - 2011 **Consortium for Modified Alternate Assessment Development and Implementation (CMAADI)**
Enhanced Assessment Grant, U.S. Department of Education
 Principal and Co-Principal Investigators: Elliott, S. N., Rodriguez, M. C., Roach, A. T., & Kettler, R. J.
 Role: Graduate Research Assistant
- 2008 - 2010 **Operationalizing Alternate Assessment for Sciences Inquiry Skills (OAASIS)**
Enhanced Assessment Grant, U.S. Department of Education
 Principal Investigator: Foster, C. J.
 Role: Graduate Research Assistant
- 2008 - 2009 **Consortium for Alternate Assessment Validity and Experimental Studies (CAAVES)**
Enhanced Assessment Grant, U.S. Department of Education
 Principal and Co-Principal Investigators: Elliott, S. N., & Compton, E.
 Role: Graduate Research Assistant

UNIVERSITY TEACHING AND SUPERVISION

- Fall, 2012 **Guest Lecture**
 Title: *Formative Assessment of Classroom Instruction Using MyiLOGS*
 Dr. Stephen N. Elliott, Mary Lou Fulton Teachers College, Arizona State University

- Spring, 2012 **Dissertation Committee Member**
 Title: *Empowering the First-Year Teacher*
 Dr. Kathleen Puckett (Chair), Dr. Sarup Mathur (Member), Dr. Alexander Kurz (Member), Pamela Roggeman (Dissertator), Mary Lou Fulton Teachers College, Arizona State University
- Fall, 2009 **Teaching Assistant**
 Course: *Assessment of Academic Achievement for Accountability*
 Dr. Stephen N. Elliott, Peabody College of Education, Vanderbilt University
- Fall, 2009 **Guest Lecture**
 Title: *Measuring Opportunity-to-Learn*
 Dr. Stephen N. Elliott, Peabody College of Education, Vanderbilt University
- Fall, 2009 **Guest Lecture**
 Title: *Alignment of Curriculum, Instruction, and Assessment*
 Dr. Stephen N. Elliott, Peabody College of Education, Vanderbilt University
- Fall, 2009 **Guest Lecture**
 Title: *Consequences of Large-Scale Assessment*
 Dr. Stephen N. Elliott, Peabody College of Education, Vanderbilt University
- Spring, 2009 **Teaching Supervisor**
 Responsibilities: *Supervision and Evaluation of Student Teachers*
 Dr. Kimberly J. Paulsen, Peabody College of Education, Vanderbilt University

WORKSHOPS AND TRAINING SESSIONS

- Kurz, A.** (2013, February). *Gathering instructional data: Feedback on classroom observations, the MyiLOGS report, and the MyiLOGS OTL summary scores.* Professional development workshop for participants in the NCAASE Multiple Measures study, Eugene, OR.
- Kurz, A.** (2013, January). *Gathering instructional data: Feedback on classroom observations, the MyiLOGS report, and the MyiLOGS OTL summary scores.* Professional development workshop for participants in the NCAASE Multiple Measures study, Tempe, AZ.
- Kurz, A.** (2012, October). *Observing classroom instruction using the MyiLOGS observation protocol.* Professional development workshop for classroom observers in the NCAASE Multiple Measures study, Tempe, AZ.
- Kurz, A.** (2012, September). *Observing classroom instruction using the MyiLOGS observation protocol.* Professional development workshop for classroom observers in the NCAASE Multiple Measures study, Eugene, OR.
- Kurz, A.** (2012, September). *Tracking instruction of the Common Core State Standards.* Professional development workshop for participants of the Rodel Foundation MAC-Ro program, Phoenix, AZ.
- Kurz, A.** (2012, September). *Understanding opportunity-to-learn and academic growth for students with and without disabilities.* Professional development workshop for participants in the NCAASE Multiple Measures study, Eugene, OR.

- Kurz, A.** (2012, August). *Observing classroom instruction using the MyiLOGS observation protocol*. Professional development workshop for in the NCAASE Multiple Measures study, Tempe, AZ.
- Kurz, A., & Elliott, S. N.** (2012, August). *Understanding opportunity-to-learn and academic growth for students with and without disabilities*. Professional development workshop for participants in the NCAASE Multiple Measures study, Tempe, AZ.
- Kurz, A., & Elliott, S. N.** (2012, July). *Understanding opportunity-to-learn and academic growth for students with and without disabilities*. Professional development workshop for participants in the NCAASE Multiple Measures study, Tempe, AZ.
- Kurz, A., & Elliott, S. N.** (2011, May). *Summative review of the MyiLOGS report and the MyiLOGS instructional growth plan*. Professional development workshop for participants in the AZ Department of Education 1% OTL study, Tempe, AZ.
- Kurz, A., & Elliott, S. N.** (2011, March). *Using the MyiLOGS report to develop instructional improvement goals via the MyiLOGS instructional growth plan*. Professional development workshop for participants in the AZ Department of Education 1% OTL study, Tempe, AZ.
- Kurz, A.** (2011, January). *Enhancing coverage of the Arizona alternate standards: How to use MyiLOGS reliably and with fidelity*. Professional development training for participants in the AZ Department of Education 1% OTL study, Tempe, AZ.
- Kurz, A.** (2011, December). *Enhancing coverage of the Arizona alternate standards: How to use MyiLOGS reliably and with fidelity*. Professional development training for participants in the AZ Department of Education 1% OTL study, Tempe, AZ.
- Kurz, A.** (2011, January). *MyiLOGS classroom observation training*. Observer reliability training for university personnel in the MAAPS field test, Pittsburgh, PA.
- Kurz, A.** (2011, January). *MyiLOGS classroom observation training*. Observer reliability training for state personnel in the MAAPS field test, Columbia, SC.
- Kurz, A.** (2010, December). *MyiLOGS classroom observation training*. Observer reliability training for state personnel in the MAAPS field test, Phoenix, AZ.
- Kurz, A., Kettler, R. J., & Beddow, P. A.** (2010, December). *Enhancing coverage of the intended curriculum: How to use MyiLOGS reliably and with fidelity*. Professional development training for participants in the CMAADI OTL study, Indianapolis, IN.
- Kurz, A., Kettler, R. J., & Beddow, P. A.** (2010, November). *Enhancing coverage of the intended curriculum: How to use MyiLOGS reliably and with fidelity*. Professional development training for participants in the MAAPS field test, Columbia, SC.
- Kurz, A., & Elliott, S. N.** (2010, October). *Enhancing coverage of the intended curriculum: How to use MyiLOGS reliably and with fidelity*. Professional development training for participants in the MAAPS and CMAADI field test, Phoenix, AZ.
- Kurz, A., Elliott, S. N., & Beddow, P. A.** (2010, September). *Enhancing coverage of the intended curriculum: How to use MyiLOGS reliably and with fidelity*. Professional development training for participants in the MAAPS and CMAADI field test, Laveen, AZ.
- Kurz, A.** (2010, June). *Pilot study workshop for MAAPS: Measuring Opportunity-to-Learn (OTL) using MyiLOGS*. Teacher training for the MAAPS pilot study, Lake City, SC.
- Kurz, A., & Elliott, S. N.** (2010, April). *Pilot study workshop for MAAPS: Opportunity to learn, screening tests, and rating scales*. Teacher training for the MAAPS pilot study, Phoenix, AZ.

Kurz, A., & Shrager, J. S. (2010, March). *Pilot study workshop for MAAPS: Opportunity to learn, screening tests, and rating scales*. Teacher training for the MAAPS pilot study, Uniontown, PA.

Kurz, A. (2006, October). *Surveys of the enacted curriculum alignment workshop*. Teacher training for the Surveys of the Enacted Curriculum research study, Nashville, TN.

SERVICE

September, 2013 **Guest Reviewer**
Assessment for Effective Intervention
Relevant Expertise: Special Education, Teacher Evaluation, Opportunity-to-learn

March, 2010 **Guest Reviewer**
National Assessment Governing Board
Relevant Expertise: Achievement Level Descriptors for NAEP

March, 2010 **Guest Reviewer**
Educational Measurement: Issues and Practice
Relevant Expertise: Opportunity-to-learn

September, 2009 **Guest Reviewer**
Review of Educational Research
Relevant Expertise: Testing Accommodations

2009 - 2011 **Graduate Student Mentor**
Mentor for Incoming Doctoral Student

2007 - 2011 **Behavior Analyst (BCBA)**
Family Consultant for the Hope Gardens Community Association
Relevant Expertise: Applied Behavior Analysis

PROFESSIONAL AFFILIATIONS

2008 - Present **American Educational Research Association (AERA)**
Division D - Measurement and Research Methodology
Division H - Research, Evaluation, and Assessment in Schools

2008 – Present **American Psychological Association (APA)**

2007 – Present **Association for Behavior Analysis International (ABAI)**

2008 - Present **Council for Exceptional Children (CEC)**

2009 – Present **National Council on Measurement in Education (NCME)**

2007 - 2011 **Tennessee Association for Behavior Analysis (TABA)**

LICENSURES AND CERTIFICATIONS

Board Certified Behavior Analyst – Doctoral (1-07-3583)

United States

Special Education (K-12, Mild/Moderate)
Special Education (K-12, Modified)

State of California
State of Tennessee

CURRICULUM VITAE
BECKY KOCHENDERFER-LADD
2015

OFFICE: T. Denny Sanford School of
Social and Family Dynamics
Arizona State University
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POSITIONS

2009 - Associate Professor, T. Denny Sanford School of Family and Social Dynamics, ASU
2006 - 2009 Associate Professor, School of Family and Social Dynamics, Arizona State University
Associate Professor, Educational Psychology, Arizona State University
2004 - 2006 Associate Professor, Educational Psychology, Arizona State University
2001 - 2004 Assistant Professor, Educational Psychology, Arizona State University
1998 - 2001 Assistant Professor, Department of Psychology, Illinois State University

EDITORIAL POSITIONS

2014-2019 Editor-in-Chief, *Journal of Applied Developmental Psychology*
2002-2008 Editorial Review Board, *Developmental Psychology*

EDUCATION AND ACADEMIC DEGREES

1998 Ph. D. Educational Psychology, University of Illinois, Urbana-Champaign
1995 M.S. Educational Psychology, University of Illinois, Urbana-Champaign
1992 B.A. Psychology, summa cum laude, distinction in psychology, San Diego State University,

RESEARCH

PUBLICATIONS

Student/post doc names are in italics. Note: 5-year Impact Factors (IF-5) for each journal reflect the most recent IF available on ISI Web of Knowledge as of July 19, 2014. Per ASU norms, Kochenderfer-Ladd's estimated % effort is provided.

EDITED SPECIAL ISSUES

1. **Kochenderfer-Ladd**, B. (65%), & Troop-Gordon, W. (Guest Eds.). (2010). Peer victimization: Contexts, causes and consequences. [Special issue]. *Merrill-Palmer Quarterly*, 56, 221-230. **IF-5: 1.96. CC: 13**

ARTICLES IN REFEREED JOURNALS (chronological order; most recent first)

25. *Visconti, K. J.*, Ladd, G. W., & **Kochenderfer-Ladd**, B. (30%) (in press). The role of moral disengagement in the longitudinal associations between children's social goals and aggression. In S. Hymel & S. Perron (Guest Eds.). *Bullying and Moral Disengagement*. [Special issue]. *Merrill-Palmer Quarterly*. **IF-5: 1.96.**

24. Cortes, K. I., & **Kochenderfer-Ladd**, B. (80%) (2014). To tell or not to tell: What influences children's decisions to report bullying to teachers. In D. Espelage and S. Low (Guest Eds.). School Climate, Aggression, Peer Victimization and Bully Perpetration. [Special issue]. *School Psychology Quarterly*, 29, 336-348. **IF-5 = 2.24.**
23. Ladd, G.W., *Ettekal, I.*, **Kochenderfer-Ladd**, B. (25%), Rudolph, K., & *Andrews, R. K.* (2014). Relations among chronic peer group rejection, maladaptive behavioral dispositions, and early adolescents' peer perceptions. *Child Development*, 3, 971-988. DOI:10.1111/cdev.12214. **IF-5: 5.70.**
22. Ladd, G. W., **Kochenderfer-Ladd**, B. (40%), *Ettekal, I.*, *Cortes, K.*, *Sechler, C. M.*, & *Visconti, K. J.* (2014). The 4R-SUCCESS program: Promoting children's social and scholastic skills in dyadic classroom activities. *Gruppendynamik & Organisationsberatung (Group Dynamics and Organizational Consulting)*, 45, 25-44. DOI 10.1007/s11612-013-0231-1. **IF-5: N/A.**
21. Ladd, G.W., **Kochenderfer-Ladd**, B. (40%), *Visconti, K.*, *Ettekal, I.*, *Sechler, C.*, & *Cortes, K.I.* (2014). Grade-School children's Social Collaborative Skills: Links with Partner Preference and Achievement. *American Educational Research Journal*, 51, 152-183. doi:10.3102/0002831213507327. **IF-5: 3.76.**
20. *Kreiger, T. C.* & **Kochenderfer-Ladd**, B. (30%) (2013). Gender behaviors as predictors of peer acceptance and victimization. *Personal Relationships*, 619-634. DOI:10.1111/per.12003. **IF-5: 1.64.**
19. *Visconti, K. J.*, **Kochenderfer-Ladd**, B. (40%) & *Clifford, C. A.* (2013). Children's attributions for peer victimization: A social comparison approach. *Journal of Applied Developmental Psychology*, 277-287. **IF-5: 2.60.**
18. *Visconti, K. J.*, *Sechler, C. M.*, & **Kochenderfer-Ladd**, B. (30%) (2013). Coping with peer victimization: The role of children's attributions. *School Psychology Quarterly*, 28, 122-140. **IF-5: 2.24.**
17. *Kochel, K. P.*, *Miller, C. F.*, *Updegraff, K. A.*, *Ladd, G. W.*, & **Kochenderfer-Ladd**, B. (5%) (2012). Associations between Fifth Graders' Gender Atypical Problem Behavior and Peer Relations: A Short-Term Longitudinal Study. *Journal of Youth and Adolescence*, 41, 1022-1034. **IF-5: 3.08.**
16. *von Grünigen, R.*, **Kochenderfer-Ladd**, B. (70%), *Perren, S.*, & *Alsaker, F. D.* (2012). Links between local language competence and peer relations among Swiss and immigrant children: The mediating role of social behavior. *Journal of School Psychology*, 195-213. DOI: 10.1016/j.jsp.2011.09.005. **IF-5: 3.58.**
15. Ladd, G. W., **Kochenderfer-Ladd**, B. (40%), *Eggum, N.*, & *Kochel, K.*, & *McConnell, E.* (2011). Characterizing and comparing the friendships of anxious solitary and unsociable preadolescents. *Child Development*, 1434-1453. DOI: 10.1111/j.1467-8624.2011.01632. **IF-5: 5.70.**
14. *Iyer, R.*, **Kochenderfer-Ladd**, B. (40%), *Eisenberg, N.*, & *Thompson, M.* (2010). Peer victimization and effortful control: Relations to school engagement and academic achievement. In B. Kochenderfer-Ladd & W. Troop-Gordon (Guest Eds.). Peer victimization: Contexts, causes and consequences. [Special issue]. *Merrill-Palmer Quarterly*, 56, 361-387. **IF-5: 2.48.**

13. **Kochenderfer-Ladd, B. (80%), & Pelletier, M. E. (2008).** Teachers' views and beliefs about bullying: Influences on classroom management strategies and students' coping with peer victimization. *Journal of School Psychology, 46*, 431-453. DOI: 10.1016/j.jsp.2007.07.005. **IF-5: 3.58.**
12. *Michalik, N., Eisenberg, N., Spinrad, T., Kochenderfer-Ladd, B. (10%), Thompson, M., & Valiente, C. (2007).* Longitudinal relations among parental emotional expressivity and sympathy and prosocial behavior in adolescence. *Social Development, 16*, 286-309. **IF-5: 2.73.**
11. **Kochenderfer-Ladd, B. (100%) (2004).** The role of emotions in adaptive and maladaptive coping with peer victimization. *Social Development, 3*, 329-349. **IF-5: 2.73.**
10. **Kochenderfer-Ladd, B. (100%) (2003).** Identification of aggressive and asocial victims and the stability of their peer victimization. *Merrill-Palmer Quarterly, 401-425.* **IF-5: 2.48.**
9. **Kochenderfer-Ladd, B., (90%) & Skinner, K. (2002).** Children's coping strategies: Moderators of the effects of peer victimization? *Developmental Psychology, 38*, 267-278. **IF-5: 4.70.**
8. Ladd, G. W., & **Kochenderfer-Ladd, B. (50%) (2002).** Identifying victims of peer aggression from early to middle childhood: Analysis of cross-informant data for concordance, estimation of relational adjustment, prevalence of victimization, and characteristics of identified victims. *Psychological Assessment, 14*, 74-96. **IF-5: 4.02.**
7. **Kochenderfer-Ladd, B. (90%), & Wardrop, J. L. (2001).** Chronicity and instability of children's peer victimization experiences as predictors of loneliness and social satisfaction trajectories. *Child Development, 72*, 134-151. DOI: 10.1111/1467-8624.00270. **IF-5: 5.70.**
6. Ladd, G. W., & **Kochenderfer-Ladd, B. (50%) (1998).** Parenting behaviors and parent-child relationships: Correlates of peer victimization in kindergarten. *Developmental Psychology, 34*, 1450-1458. **IF-5: 4.70.**
5. **Kochenderfer, B. J. (70%), & Ladd, G. W. (1997).** Victimized children's responses to peers' aggression: Behaviors associated with reduced versus continued victimization. *Development and Psychopathology, 9*, 59-73. **IF-5: 6.40.**
4. Ladd, G. W., & **Kochenderfer, B. J. (30%), & Coleman, C. (1997).** Classroom peer acceptance, friendship and victimization: Distinct relational systems that contribute uniquely to children's school adjustment? *Child Development, 68*, 1181-1197. DOI: 10.1111/j.1467-8624.1997.tb01993. **IF-5: 5.70.**
3. **Kochenderfer, B. J. (60%), & Ladd, G. W. (1996).** Peer victimization: Cause or consequence of children's school adjustment difficulties? *Child Development, 67*, 1293-1305. DOI: 10.1111/j.1467-8624.1996.tb01797. **IF-5: 5.70.**
Note: This article was reprinted in its entirety in Martella, R. C., Nelson, R., & Marchand-Martella, N. E. (1999). Research Methods: Learning to become a critical research consumer (1st edition). Allyn & Bacon. The article was used to demonstrate a solid research design and methodology.
2. **Kochenderfer, B. J. (60%), & Ladd, G. W. (1996).** Peer victimization: Manifestations and relations to school adjustment in kindergarten. *Journal of School Psychology, 34*, 267-283. **IF-5: 3.58.**

1. Ladd, G. W., **Kochenderfer**, B. J. (30%), & *Coleman, C.* (1996). Friendship quality as a predictor of young children's early school adjustment. *Child Development*, 67, 1103-1118. DOI: 10.1111/j.1467-8624.1996.tb01785. **IF-5: 5.70.**
Note: This article was reprinted in W. Craig (2000), *Childhood social development: The essential readings*. Blackwell.

EDITED BOOK CHAPTERS

11. **Kochenderfer-Ladd**, B., & Ladd, G. W. (accepted). Integrating Academic and Social-Emotional Learning in Classroom Interactions. To appear in K. Wentzel & G. Ramani's (Eds), *Social Influences on Social-Emotional, Motivation and Cognitive Outcomes in School Contexts*.
10. **Kochenderfer-Ladd**, B. (60%), & Ladd, G. W. (accepted). Assessing children's peer relationships in early educational and child care settings. To appear in O. N. Saracho & B. Spodek's (Eds.), *Contemporary Perspectives in Early Childhood Education*. Information Age Publishing.
9. Ladd, G. W., **Kochenderfer-Ladd**, B. (30%), *Sechler, C. M.* (2014). Classroom peer relations as a context for social and scholastic development. In S. H. Landry & C. L. Cooper's (Eds.), *Wellbeing in Children and Families: Wellbeing: A Complete Reference Guide*, Volume 1 (243- 271). John Wiley & Sons. DOI: 10.1002/ 9781118539415.wbwell12.
8. Ladd, G. W., **Kochenderfer-Ladd**, B. (30%), *Visconti, K. J., & Ettekal, I.* (2012). Classroom peer relations and children's social and scholastic development: Risk factors and resources. In A. Ryan and G. W. Ladd's (Eds), *Peer Relationships and Adjustment at School* (11-49), Charlotte: NC: Information Age Publishing.
7. Ladd, G. W., **Kochenderfer-Ladd**, B. (40%), & Rydell, M. (2011). Children's interpersonal skills and school-based relationships. In C. Hart and P. Smith's (Eds.), *Handbook of Childhood Social Development* (181-206). Wiley-Blackwell.
6. **Kochenderfer-Ladd**, B. (75%), & Ladd, G. W. (2010). A Child-by-Environment framework for planning interventions with children involved in bullying. In Vernberg, E. M. & Biggs, B. K. (Eds.), *Preventing and treating bullying and victimization: Integrative and Evidence-based practices* (45-74). New York, NY: Oxford University Press.
5. **Kochenderfer-Ladd**, B. (60%), Ladd, G. W., & *Kochel, K. P.* (2009). A child and environment framework for studying risk for peer victimization. In M. J. Harris (Ed.), *Bullying, rejection and peer victimization: A social cognitive neuroscience perspective* (pp. 27-52). New York, NY: Springer Publishing.
4. Hanish, L. D., **Kochenderfer-Ladd**, B. (20%), Fabes, R.A, Martin, C. L. & *Denning, D.* (2004). The classroom context of bullying in early childhood. In S. Swearer and D. Espelage (Eds.), *Bullying in American schools: A social ecological perspective on prevention and intervention* (pp. 141-159). NY, NY: Erlbaum.
3. **Kochenderfer-Ladd**, B. (75%), & Ladd, G. W. (2001). Variations in peer victimization: Relations to children's maladjustment. In J. Juvonen and S. Graham (Eds.), *Peer harassment in school: The plight of the vulnerable and victimized* (pp. 25-48). New York, NY: Guilford Press.

2. Burgess, K. B., Ladd, G. W., **Kochenderfer**, B. J. (20%), Lambert, S., & Birch, S. (1999). Loneliness during early childhood: The role of interpersonal behaviors and relationships. In S. Hymel & K. Rotenberg's (Eds.), *Loneliness in children and adolescents: Current perspectives* (pp. 109-134). New York, NY: Cambridge University Press.
1. Ladd, G. W., & **Kochenderfer**, B. J. (30%) (1996). Linkages between friendship and adjustment during early school transitions. In W.M. Bukowski, A.F. Newcomb, W.W. Hartup (Eds.) *The company they keep: Friendship in childhood and adolescence* (pp. 322-345). New York, NY: Cambridge University Press.

INVITED ENCYCLOPEDIA ENTRIES

3. **Kochenderfer-Ladd**, B. (100%) (2008). Separation anxiety. In W.A. Darity, Jr. (Ed.), *International Encyclopedia of the Social Sciences, 2nd Edition*. 9 vols. Detroit, MI: Macmillan Reference USA.
2. **Kochenderfer-Ladd**, B. (100%) (2002). Separation anxiety. In Salkind, N. J. (Ed.), *Child Development: Volume One in the Macmillan Psychology Reference Series* (p. 357). New York, NY: Gale Group.
1. **Kochenderfer-Ladd**, B. (100%) (2000). Friendship Features Interview for Young Children (FFIYC). In Maltby, J., Lewis, C.A., & Hill, A. P. (Eds.), *Commissioned Reviews on 300 Psychological Tests* (pp. 730 – 732). Lampeter, Wales: U.K.: Edwin Mellen Press.

MANUSCRIPTS UNDER REVIEW/REVISIONS AT REFEREED JOURNALS

Visconti, K.J., **Kochenderfer-Ladd**, B., Ladd, G. W., & Troop-Gordon, W. (submitted 2014). *Profiles and Longitudinal Patterns of Social Coping in Response to Peer Victimization*.

MANUSCRIPTS IN PREPARATION

Cortes, K., **Kochenderfer-Ladd**, B., & Eggum, N. (in preparation). *The relationship between effortful control and peer victimization in early and middle childhood*.

Ettekal, I., Ladd, G. W., & **Kochenderfer-Ladd**, B. (in preparation). A multi-domain, multi-context integrative conceptual framework on bullying and bystanding behaviors. To appear in R. Ortega-Ruiz, R. Del Rey, & I. Zych (Guest Eds.), *Bullying, Cyberbullying, and Youth Violence: Facts, Prevention and Intervention*. [Special Issue]. *Aggression and Violent Behavior*.

Humphrey, J., & **Kochenderfer-Ladd**, B. (in preparation). *Peer victimization trajectories: Isolating distinct latent classes of change across fourth and fifth grade*.

Kochenderfer-Ladd, B., Ettekal, I., & Ladd, G.W. (in preparation). *Joint trajectories of peer aggression and victimization from childhood to adolescence: Links with depressive symptoms*.

EXTERNALLY FUNDED RESEARCH

4. Ladd, G. (PI; 50%), **Kochenderfer-Ladd, B. (Co-PI; 50%)**. (7/10 to 6/30/13). *Development of the 4R SUCCESS Program aimed at improving elementary school-aged children's social and scholastic competence*. IES: Social and Behavioral Context for Academic Learning, National Center for Education Research, R305A090386 (**\$1.8 million**). B. Ladd Expenditures: \$924,460. F&A attributed: \$161,156.

3. **Kochenderfer-Ladd, Becky (P.I.: 100%).** (8/15/03 to 7/31/07). *Identification of effective and adaptive responses to peer victimization among elementary school-aged children.* NSF: Social Psychology BCS 0318462 (**\$450,944**). B. Ladd Expenditures: \$424,531. F&A attributed: \$127,915.
2. Ladd, G. W. (P.I.), Rudolph, K., **Kochenderfer-Ladd, B. (Co-PI; 17.5%),** Fabes, R., & Martin, C. (4/1/03 to 4/30/10). *Risk and Protective Factors in School Maladjustment* NIH/NICHHD: RO1 HD045906 (**\$3.2 million**). B. Ladd Expenditures: \$427,018. F&A attributed: \$88,207. F&A attributed: \$88,207.
1. **Kochenderfer-Ladd, B. (P.I.: 100%)** (August 1999 to July 2000). *Intrapersonal Reactive Responses to Peer Victimization: Mediators of Maladjustment?* Society for the Psychological Study of Social Issues. **\$2000**

INTERNALLY FUNDED RESEARCH (Illinois State University)

1. **Kochenderfer-Ladd, B. (P.I.: 100%).** *Intrapersonal Reactive Responses to Peer Victimization: Mediators of Maladjustment?* (August 1999 TO July 2000). Illinois State University Grant. B. Ladd Investigator Recognition: **\$3000**

PROPOSALS RECENTLY SUBMITTED; BUT NOT FUNDED (BEING REVISED FOR RESUBMISSION)

2. **Kochenderfer-Ladd, B. (PI; 50%),** & Ladd, G. (Co-PI; 50%) (2013). *4R SUCCESS: Developing a Media-Based, Teacher-Implemented Coaching Program Aimed at Improving Elementary School-aged Children Social, Collaborative and Scholastic Competence.* IES: Social and Behavioral Context for Academic Learning National Center for Education Research (**\$1,500,000**).
Note this proposal received an overall score of 2.26 (1.00 = Excellent to 5.00 = Poor); 2.00 is usually the cut for fundable for this particular panel.
1. **Kochenderfer-Ladd, B. (PI; 55%),** Ladd, G. (Co-PI), and Visconti, K. (2012). *School Bullying Prevention and Intervention: Identification of Theoretically Specified Empirically Substantiated Program Components.* IES: Social and Behavioral Context for Academic Learning, National Center for Education Research (**\$1,600,000**). *Proposal was not forwarded to full panel review.*

REFEREED PAPERS PRESENTED AT NATIONAL AND INTERNATIONAL CONFERENCES

59. Humphrey, J. G., Kochenderfer-Ladd, B., & Pina, A. A. (2015, March). *Differences in internalizing among children with distinct peer victimization trajectories across 4th and 5th grade.* In R. Carter (Chair), *Developmental and Peer Influences on Children's Internalizing Problems.* Symposium to be presented at the biennial meetings of the Society for Research in Child Development, Philadelphia, PA.
58. Kochenderfer-Ladd, B., & Cortes, K. (2014, July). *Students' schemas of their teachers' responses to bullying as predictors of reporting victimization.* In T. Vaillancourt and W. Wang (Chairs), *School Climate and Bullying.* Symposium presented at the 21st World Meeting of the International Society for Research on Aggression, Atlanta, GA.
57. Cortes, K., & Kochenderfer-Ladd, B. (2014, April). *Children's Collaborative Skills as a Mediator of the Relation Between Peer Victimization and Academic Achievement.* Roundtable conducted at the annual meeting of the American Educational Research Association, Philadelphia, PA.

56. Ettekal, I., Ladd, G. W., & Kochenderfer-Ladd, B. (2014, March). *Chronic Peer Victimization and the Development of Co-Occurring Internalizing-Externalizing Problems in Childhood and Adolescence*. Poster presented at the biennial meeting of the Society for Research on Adolescence, Austin, TX.
55. Visconti, K., Kochenderfer-Ladd, B., Ladd, G., & Troop-Gordon, W. (2014, March). Latent transitions in early adolescents' coping with peer victimization and the role of social and emotional stress. In K. Visconti (Chair), *New Directions in Research on Coping with Peer Victimization*. Paper symposium conducted at the biennial meeting of the Society for Research on Adolescence, Austin, TX.
54. Ladd, G. W., Ettekal, I., & Kochenderfer-Ladd, B. (2013, September). Trajectories of peer victimization from childhood through adolescence: Links with depressive symptoms. In S. Perren (Chair), *Peer victimization and internalizing problems: Developmental trajectories and moderating effects*. Paper presented at the biennial meetings of the European Conference on Developmental Psychology, Lausanne, Switzerland.
53. Kochel, K. P., Bagwell, C. L., Ladd, G. W., & Kochenderfer-Ladd, B. (2013, September). Depressive symptoms and gender as risk factors in the development of adolescents' peer victimization trajectories. In S. Perren (Chair), *Peer victimization and internalizing problems: Developmental trajectories and moderating effects*. Paper presented at the biennial meetings of the European Conference on Developmental Psychology, Lausanne, Switzerland.
52. Cortes, K., Eggum, N., & Kochenderfer-Ladd, B. (2013, April). *Children's Perceptions of Teachers' Responses to Bullying: Relational Schemas as Predictors of Seeking Teachers' Assistance*. Poster presented at the biennial meetings of the Society for Research in Child Development, Seattle, WA.
51. Cortes, K., Sechler, C., Ettekal, I., Visconti, K.J., Kochenderfer-Ladd, B., Ladd, G.W., & Whiteley, M. (2013, April). *Children's Collaborative Work Skills: Associations with Bullying and Peer Victimization*. Poster presented at the biennial meetings of the Society for Research in Child Development, Seattle, WA.
50. Sechler, C., Ladd, G W., Kochel, K.P., Ettekal, I., & Kochenderfer-Ladd, B. (2013, April). *Profiles of Social Withdrawal in Late Childhood: Consequences for Academic Engagement and Achievement*. Poster presented at the biennial meetings of the Society for Research in Child Development, Seattle, WA.
49. Visconti, K. J., Ettekal, I., Cortes, K., Sechler, C. M., Ladd, G. W., Kochenderfer-Ladd, B., & Whiteley, M. (2013, April). *Collaborative skills as a form of social competence in childhood: Longitudinal associations with school and social adjustment*. Poster presented at the biennial meetings of the Society for Research in Child Development, Seattle, WA.
48. Visconti, K.J., Ladd, G.W., & Kochenderfer-Ladd, B. (2013, April). The Role of Moral Disengagement in the Longitudinal Associations between Children's Social Goals and Aggression. In K. Visconti's (Chair), *Longitudinal Associations among Moral Disengagement and Bullying-Related Behaviors*. Paper symposium presented at the biennial meetings of the Society for Research in Child Development, Seattle, WA.
47. Whiteley, M., & Kochenderfer-Ladd, B. (2013, April). *Getting help from adults or going it alone: The Role of Emotions in Coping with Peer Victimization*. Poster presented at the biennial meetings of the Society for Research in Child Development, Seattle, WA.

46. Cortes, K.I., Kochenderfer-Ladd, B., Eggum, N., & Ladd, G. W. (2012, April). *The Relationship between Effortful Control and Peer Victimization in Early and Middle Childhood*. Poster presented at the annual meetings of the American Educational Research Association, Vancouver, British Columbia, Canada.
45. Visconti, K. J., Kochenderfer-Ladd, B., & Ladd, G. W. (2012, April). *Longitudinal Associations between Moral Disengagement and Social Goals in Elementary School Children*. Poster presented at the annual meetings of the American Educational Research Association, Vancouver, British Columbia, Canada.
44. von Grünigen, R., Kochenderfer-Ladd, B., Ladd, G. W. (2011, August). *Risk factors of peer victimization in kindergarten: Comparison of Native Swiss and Immigrant children*. Poster presented at the XVth ESDP European Conference on Developmental Psychology, Bergen, Norway.
43. Cortes, K., & Kochenderfer-Ladd, B. (2011, April). *The link between effortful control skills and peer victimization among elementary school-aged children*. Poster presented at the biennial meetings of the Society for Research in Child Development, Montreal, Canada.
42. Kochenderfer-Ladd, B., & Visconti, K. J. (2011, April). Children's attributions: Moderators of the effects of peer victimization on loneliness. In S. Perren's (Chair), *Peer victimization and maladjustment: Mediating and moderating effects of children's attributions*. Paper symposium presented at the Society for Research in Child Development, Montreal, Canada.
41. Kochenderfer-Ladd, B., & von Gruenigen, R. (2011, April). *The roles language and school relationships play in academic achievement: A comparison of Latino and Anglo students in the U.S.A.* Poster presented at the Society for Research in Child Development, Montreal, Canada.
40. Ladd, G. W., Kochenderfer-Ladd, B., Visconti, K. J., Ettekal, I., & Sechler, C. M. (2011, April). Children's peer competence in learning activities: Links with peer preference and achievement. In A. Ryan & G. Ladd (Chairs), *New directions in understanding peer relationships and academic adjustment in the classroom*. Paper symposium presented at Society for Research in Child Development, Montreal, Canada.
39. Sechler, C.M., Visconti, K.J., Ladd, G. W., & Kochenderfer-Ladd, B. (2011, April). Longitudinal associations between shyness and children's school adjustment: Consequences of loneliness. In J. Liew & J.N. Hugh's (Chairs), *Social and emotional factors in children's academic outcomes*. Symposium presented at the Society for Research in Child Development, Montreal, Canada.
38. Visconti, K. J., Sechler, C. M., & Kochenderfer-Ladd, B. (2011, April). Children's attributions for peer harassment: Differential links to coping strategy use. In S. Perren's (Chair), *Peer victimization and maladjustment: Mediating and moderating effects of children's attributions*. Paper symposium presented at the Society for Research in Child Development, Montreal, Canada.
37. Kochenderfer-Ladd, B., Ladd, G. W., Visconti, K. J., & Ettekal, I. (2010, June). *The Social Validity of the 4R SUCCESS Collaborative Skill Taxonomy*. Poster presented at the 5th Annual IES Research Conference, National Harbor, MD.

36. Ladd, G. W., & Kochenderfer-Ladd, B. (2010, May). *The Friendships of anxious solitary and unsociable withdrawn preadolescents*. Paper presented at the Athens Institute for Education Research, 4th Annual International Conference, Athens, Greece.
35. von Grünigen, R., Kochenderfer-Ladd, B., Perren, S., & Alsaker, F. D. (2010, May). *Local language competence and peer relations among Swiss and immigrant children: The mediating role of social behaviour*. Paper presented at the Athens Institute for Education Research, 4th Annual International Conference, Athens, Greece.
34. Casillas, R. S., & Kochenderfer-Ladd, B. (2010, May). *School belonging: Implications for Latino students' school engagement and academic achievement in U.S. school*. Poster presented at the annual meetings of the American Educational Research Association, Denver, CO.
33. Kochenderfer-Ladd, B., Polasky, S., & Ruediger, S. (2010, May). *Children's responses to peer victimization: Effective and ineffective coping strategies*. Poster presented at the annual meetings of the American Educational Research Association, Denver, CO.
32. Polasky, S., Visconti, K., & Kochenderfer-Ladd, B. (2010, March). An examination of potential moderators of children's effectiveness of coping with bullying. In K. Flanagan's (Chair), *Individual Characteristics that Impact Children's Strategies for Coping with Peer Victimization*. Symposium presented at the biennial meetings of the Society for Research in Adolescence, Philadelphia, PA.
31. Kreiger, T., & Kochenderfer-Ladd, B. (2009, April). *When Blue Acts Pink: Gender-related Behaviors as Predictors of Peer Acceptance and Victimization*. Poster presented at the biennial meetings of the Society for Research in Child Development, Denver, CO.
30. Iyer, R., Kochenderfer-Ladd, B., Eisenberg, N., & Thompson, M. (2009, April). *Linking Emotion Regulation to Academic Achievement: The Role of Children's Peer Relationships and School Engagement*. Poster presented at the biennial meetings of the Society for Research in Child Development, Denver, CO.
29. Kochenderfer-Ladd, B., (2008, March). Discussant for C. Clifford's (Chair), *The Role of Attributions in Pre-Adolescents' and Adolescents' Peer Relationships*. Symposium presented at the biennial meetings of the Society for Research in Adolescence, Chicago, IL.
28. Polasky, S. A. & Kochenderfer-Ladd, B. (2008, March). *Peer victimization and coping strategies: Relations among victimization status, sex, age, and coping behavior*. Poster presented at the annual meeting of the American Educational Research Association, New York, NY.
27. Polasky, S.A., & Kochenderfer-Ladd, B. (2008, March). *Responses to school bullying: The role of frequency of victimization and personal aggressiveness*. Poster presented at the biennial meetings of the Society for Research in Adolescence, Chicago, IL.
26. Clifford, C.A., Ruediger, S., & Kochenderfer-Ladd, B. (2007, March). *The mediating role of emotions in the relations between children's attributions for peer victimization and adjustment outcomes*. Poster presented at the biennial meetings of the Society for Research in Child Development, Boston, MA.

25. Iyer, R., Kochenderfer-Ladd, B., Eisenberg, N., & Thompson, M. (2007, March). *Effortful control and peer interactions: Predictors of children's adjustment?* Poster presented at the biennial meetings of the Society for Research in Child Development, Boston, MA.
24. Eisenberg, N., Michalik, N., Spinrad, T. L., Ladd, B., & Thompson, M., & Valiente, C. (2007, March). *Longitudinal relations among parental emotional expressivity and sympathy and prosocial behavior in adolescence.* Paper presented at the meeting of the Society for Research in Child Development, Boston.
23. Kochenderfer-Ladd, B., & Chen, T. (2006, July). *Comparisons of teacher-student relationships in Taiwan and the United States.* Poster presented at the annual meetings of the Pacific Early Childhood Education Research Association, Seoul, South Korea.
22. Kochenderfer-Ladd, B. (Chair, 2006, April). *Diverse perspectives in the study of peer victimization: Cultural, behavioral, emotional and cognitive considerations.* Paper symposium presented at the annual meetings of American Educational Research Association, San Francisco, CA.
21. Kochenderfer-Ladd, B., Chen, T., & Kremer, P. (2006, April). Teacher-student relationships and social behavior: Risk factors for peer victimization in Taiwan and the U.S. In Kochenderfer-Ladd, B. (Chair), *Diverse perspectives in the study of peer victimization: Cultural, behavioral, emotional and cognitive considerations.* Paper symposium presented at the annual meetings of American Educational Research Association, San Francisco, CA.
20. Kochenderfer-Ladd, B. (2005, August). Attributions, emotions and coping: Children's responses to peer aggression. In Wolke, D., & Menesini (Chairs), *Emotions, moral cognitions and bullying.* Paper presented at the XIIth European Conference on Developmental Psychology, Canary Islands.
19. Kochenderfer-Ladd, B., Iyer, R., Fuster, T., Kremer, P., & Moore, E. G. J. (2005, April). *Coping With Peer Victimization: The Role of Children's Emotions.* Poster presented at the biennial meetings of the Society for Research in Child Development, Atlanta, GA.
18. Kochenderfer-Ladd, B., & Markham, C. A. (2005, April). *Victims of Peer Aggression: Their "Psychological Situation."* Poster presented at the biennial meetings of the Society for Research in Child Development, Atlanta, GA.
17. Iyer, R., & Kochenderfer-Ladd, B. (2004, April). *Perceived companionship and emotional support: Moderators of the effects of peer victimization on children's maladjustment?* Poster presented at the annual meetings of American Educational Research Association, San Diego, CA.
16. Kochenderfer-Ladd, B. & Moore, E. G. J. (2003, April). The role of emotions in children's coping with peer victimization. In B. Kochenderfer-Ladd (Chair), *Mediators and moderators of the effects of peer victimization on children's adjustment.* Symposium presented at the biennial meetings of the Society for Research in Child Development, Tampa, FL.
15. Kochenderfer-Ladd, B. (2003, April). Identification and stability of aggressive, asocial and aggressive-asocial victims and nonvictims. In D. Schwartz (Chair), *Children Who Are Concurrently Bullied and Aggressive: New Directions in Research on a Vulnerable Subgroup.* Symposium presented at the biennial meetings of the Society for Research in Child Development, Tampa, FL.

14. Kochenderfer-Ladd, B. (2001, August). *Children's emotional reactions to peer victimization: Moderators of coping strategies?* Poster presented at the Xth European Conference on Developmental Psychology, Uppsala, Sweden.
13. Paladino, J., & Kochenderfer-Ladd, B. (2001, April). Coping strategies of peer victimized children: Moderators of psychoemotional adjustment? In M. Prinstein & B. Kochenderfer-Ladd (Chairs), *Children's responses to peer victimization: Moderators of psychological adjustment*. Paper presented at the biennial meetings of the Society for Research in Child Development, Minneapolis, MN.
12. Kochenderfer-Ladd, B. (2000, April). *Interpretative and coping styles as mediators of maladjustment for victimized children*. Poster presented at the annual meetings of American Educational Research Association, New Orleans, LA.
11. Skinner, K., & Kochenderfer-Ladd, B. (2000, March). Coping strategies of children who are victimized by peers. In A. Nishina's (Chair), *Harassment across diverse contexts*. Symposium conducted at the annual meetings of the Society for Research in Adolescence, Chicago, IL.
10. Kochenderfer-Ladd, B., & Wardrop, J. L. (1999, April). *Loneliness and social satisfaction trajectories of children who are victimized by peers*. Poster presented at the biennial meetings of the Society for Research in Child Development, Albuquerque, NM.
9. Ladd, G. W., & Kochenderfer, B. J. (1998, July). *Linkages between parent-child interactions at home and children's peer victimization in school*. Symposium conducted at the biennial meetings of the International Society for the Study of Behavioural Development, Berne, Switzerland.
8. Kochenderfer, B. J., & Ladd, G. W. (1998, April). *Adjustment trajectories of children who are victimized by their peers*. Symposium conducted at the annual meetings of the American Educational Research Association, San Diego.
7. Kochenderfer, B. J., & Ladd, G. W. (1997, April). Distinctions between aggressive- and nonaggressive-victimized children: Their behaviors, peer relations, and adjustment. In B. J. Kochenderfer & G. W. Ladd (Chairs), *Research on bully/victim problems: Agendas from several cultures*. Symposium conducted at the biennial meetings of Society for Research in Child Development, Washington, D.C.
6. Ladd, G. W., Burgess, K., & Kochenderfer, B. J. (1996, August). Loneliness and peer relations of young aggressive, withdrawn, and aggressive/withdrawn children. In S. Hymel & L. Goosen's (Chairs), *Loneliness in children and adolescents: Current perspectives*. Symposium conducted at the meetings of the International Society for the Study of Behavioural Development, Quebec.
5. Kochenderfer, B. J. (1996, April). *Parenting behaviors and connectedness: Correlates of peer victimization in kindergarten*. Paper presented at the annual meetings of American Educational Research Association, New York, NY.
4. Ladd, G.W., & Kochenderfer, B. J. (1996, April). *Classroom peer acceptance, friendship, and victimization: Distinct relational systems that contribute uniquely to children's school adjustment?* Paper presented at the annual meetings of the American Educational Research Association, New York, NY.

3. Kochenderfer, B. J. (1995, March). *Peer victimization in kindergarten: Stability and its relations to school adjustment*. Poster session presented at the biennial meetings of the Society for Research in Child Development, Indianapolis, IN.
2. Brew, V., Kamins, D., Kochenderfer, B. J., & Price, J. (1993, April). *Relation between social cognition and adaptive functioning in foster children*. Poster session presented at the annual meetings of the Western Psychological Association, Phoenix, AZ.
1. Price, J., Brew, V., Anderson, K., & Kochenderfer, B. J. (1993, March). *Social information processing patterns as predictors of social and school maladjustment in preadolescence*. Poster presented at the meetings of the Society for Research in Child Development, New Orleans, LA.

INVITED PRESENTATIONS: KEYNOTES, ADDRESSES, AND LECTURES

24. Kochenderfer-Ladd, B. (2014, April). *Coaching Children to Collaborate Effectively with Classmates*. Presented in Division E's Presidential Session on Social-Emotional Factors in Educational Contexts at the annual meetings of the American Educational Research Association, Philadelphia, PA.
23. Kochenderfer-Ladd, B. (2014, March). *Peer Influences on Students' Socio-Emotional and School Adjustment*. Invited keynote address for Benjamin Cluff, Jr.'s Lecture Series, Brigham Young University, Provo, Utah.
22. Kochenderfer-Ladd, B. (2012, September). *The Impact of Adults in the Social Ecology of Children: Bullying Prevention and Intervention*. Guest lecture in Human Development at Arizona Christian University.
21. Kochenderfer-Ladd, B. (2012, September) *The Role of Adults in the Social Ecology of Children: Are Children Becoming Morally Disengaged?* Guest lecture in Educational Psychology at Arizona Christian University.
20. Kochenderfer-Ladd, B. (2011, June). *Bullying and Moral Disengagement*. Invited participant of the Bullying Research Network Think Tank. University of Nebraska, Lincoln, NE.
19. Kochenderfer-Ladd, B., Ostrov, J., & Sandstrom, M. (2009, April). Aggression and victimization: A focus on subtypes. Moderator of a discussion session for the Society for Research in Child Development Peer Relations Preconference. Denver, CO.
18. Kochenderfer-Ladd, B., & Ladd, G. W. (2008, July). *Building Classroom Communities*. Invited to present 2 (evenings) lectures for approximately 100 parents Dar Es Salaam, Tanzania.
17. Ladd, G. W. & Kochenderfer-Ladd, B. (2008, July). *Professional Development Lecture Series: Building Classroom Communities*. Invited to conduct a five-day professional development workshop for approximately 40 teachers in Dar Es Salaam, Tanzania.
16. Ladd, G. W. & Kochenderfer-Ladd, B. (2008, July). *Assessment Methods*. In F. D. Alsaker and P. K. Smith's *Pre-conference Workshop: Victimization in Children and Youth*. Workshop conducted at the biennial meeting of the International Society for the Study of Behavioural Development, Würzburg, Germany.

15. Ladd, G., & Kochenderfer-Ladd, B. (2007, November), Preventive Intervention for teasing, bullying and exclusion. Invited lecture for State University of New York, Fredonia (sponsors), *Third Annual Healing Arts Tribute*.
14. Kochenderfer-Ladd, B. (2007, June). *The role of relationships in cognitive development*. Invited to conduct a workshop session for The Gambia Early Childhood Development Conference for Parents, Banjul, The Gambia, West Africa.
13. Kochenderfer-Ladd, B. & Ladd, G. (2007, June). *The role of relationships in social and emotional development*. Invited to conduct a workshop session for The Gambia Early Childhood Development Conference for Parents, Banjul, The Gambia, West Africa.
12. Kochenderfer-Ladd, B., (2007, March). *Anti-peer victimization preventions—What can we learn from past peer intervention work?* Breakout session co-leader (with K. Bierman and J. Parker) for the SRCD Peer Relationships Preconference, Boston, MA.
11. Kochenderfer-Ladd, B., (2007, March). Discussant for S. Perren's (Chair), *Peer victimization in kindergarten age: Associations with adjustment difficulties and social competence*, symposium presented at the biennial meetings of the Society for Research in Child Development, Boston, MA.
10. Kochenderfer-Ladd, B., (2006, July). *Cross-cultural comparisons of the risk factors for peer victimization*. Invited speaker at Kwansei Gakuin University, Nishinomiya-City, Japan.
9. Kochenderfer-Ladd, B. (2006, May). *School bullying: Identification, Prevention and Intervention*: Guest Speaker for the School Psychology Series at Arizona State University.
8. Kochenderfer-Ladd, B. (2005, May). *School bullying: Identification, Prevention and Intervention*: Guest lecture for the *Classroom Management Institute*. (Organizer: Robert Rutherford, Ph. D.).
7. Kochenderfer-Ladd, B. (2003, October). *Children's Peer Relationships*. Guest lecture for Drs. Sarah Brem and Nancy Eisenberg's Social and Cognitive Spencer Seminar Series.
6. Kochenderfer-Ladd, B. (2002, October). *Children's Peer Relationships*. Guest lecture for Drs. Sarah Brem and Nancy Eisenberg's Social and Cognitive Spencer Seminar Series.
5. Kochenderfer-Ladd, B. (2001, September). Peer relationships and school adjustment. *Division of Psychology in Education Brown Bag Series*.
4. Kochenderfer-Ladd, B. (1999, August). Peer relationships: Affordances and constraints on children's adjustment to school. In B. Vaughn & M. Bradbard (Chairs), *Creating the climate for children's learning: Families, peers, and curriculum as affordances and constraints across the transition to school*. Birmingham, AL.
3. Kochenderfer-Ladd, B., & Jarvis, P. (1999, May). *Learning styles and strategies: Implications for technology in the classroom*. Invited speaker for the State Farm Technology Fellows Workshop sponsored by State Farm and Center for Advancement of Teaching at Illinois State University.

2. Kochenderfer-Ladd, B. (1999, February). *Peer abuse or child's play: Adjustment trajectories of children who are victimized by peers*. Guest lecture for Adolescent Development Seminar at Illinois State.
1. Ladd, G. W., & Kochenderfer, B. J. (1997, May). *Safe and Friendly Environments (S.A.F.E.): Bully-Victim Problems in Schools: Identification and Intervention*. Invitation by University of Rochester and Board of Cooperative Educational Services (BOCES).

SERVICE

PROFESSIONAL: REVIEW BOARDS AND PANELS, AND OTHER SCHOLARLY REVIEW

- 2008-2016 Institute of Education Sciences (IES), **Review Panel** for Social and Behavioral Context for Academic Learning (3 consecutive 3-year terms); **Panel Chair** in 2013 and 2015.
- 2013-2015 Program **Chair**: Division E of American Education Research Association (AERA)
Responsible for: 1) creating and coordinating a panel of peer reviewers to review submissions for the annual conference, 2) making acceptance/rejection decisions for proposed presentations, 3) organizing accepted presentations into roundtable, paper and poster sessions, 4) organizing the DivE SEED funding program, a competition for funding for dissertations and early career projects, and 5) attending annual AERA program planning meetings to create presidential sessions, etc.)
- 2014-2015 Society for Research in Child Development, Review Panel
- 2014 Israel Science Foundation (ISF)
Grant proposal review: *Coping socialization as a determinant of school readiness*
- 2009-2010 Society for Research in Child Development, Review Panel
- 2009-2010 American Education Research Association
Chair, Division E Awards Committee, Human Development
- 2010 University of Cyprus
Grant proposal review: *Collectivism as predictor of bullying and victimization*.
- 1998-present Ad hoc reviewer for *Child Development*, *Developmental Psychology*, *Journal of Research on Adolescence*, *Merrill-Palmer Quarterly*, *Social Development*, *Psychological Bulletin*, *Journal of Development and Psychopathology*, *Journal of Applied Developmental Psychology*, *Child Development Perspectives*, *Journal of Clinical Child and Adolescent Psychology* and others.
- Fall 2008 National Science Foundation, Ad hoc reviewer for grant proposal on bullying
- Fall 2007 Institute of Education Sciences, Review Panel for Social and Behavioral Context for Academic Learning
- 2006-2007 Society for Research in Child Development, Review Panel (chaired by Kenneth Rubin)
- 2004-2007 American Education Research Association, **Chair** of Division E Awards Committee

Fall 2000 National Science Foundation, Ad hoc Reviewer for grant proposal

UNIVERSITY AND DEPARTMENT-LEVEL SERVICE

- 2014 University Research Scholarship Committee (e.g., Sun Angel Scholarship, Dean's Research, Sheldon Davidson Family Research Scholarship)
- 2012-2014 T. Denny Sanford School of Social and Family Dynamics (Sanford School) Personnel Committee, Member
- 2010-2012 School of Social and Family Dynamics (SSFD) Graduate Committee, Family and Human Development, Member
- 2006-2010 A. Wade Smith Lecture Series, committee member
- 2008-2009 SSFD Interdisciplinary Research Facilitator
- 2006-2008 SSFD Graduate Committee, Family and Human Development
- 2005-2006 Psychology in Education Division Awards Committee
- 2005-2006 **Chair**, Counselor Education and Counseling Psychology Search Committee
- 2004-2006 Affirmative Action Committee (**Chair** during 2005-2006 term)
- 2004-2006 Psychology in Education Division Personnel Committee
- 2004-2005 **Chair**, School Psychology Search Committee
- 2003-2006 College of Education Elections Committee (**Chair** during 2005-2006 term)
- 2002-2005 Psychology in Education Division Scholarship Awards Committee

COMMUNITY OUTREACH AND OTHER PROFESSIONAL SERVICE AND PARTICIPATION

- 2011-2014 Founding member and Secretary of the School Board for Eagle Harmony Charter School, Phoenix, AZ.
- 2009-present Consult and work with over a dozen teachers at 2 local schools and one in WNY on social skills within peer collaborative activities and classroom management issues
- March 2011 Participant attendee of the Society for Research in Educational Effectiveness as representative of our nationally-funded Institute for Education Science Goal 2 grant.
- June 2011 Participant of the National Conference on Bullying @ School and Online, Omaha, NE.

PROFESSIONAL HONORS, AWARDS, MEMBERSHIPS

- 2014 Honors Faculty, Barrett Honors College, Arizona State University
2014 Benjamin Cluff, Jr. Lecturer, David O. McKay School of Education at Brigham Young University, Provo, Utah
2014 Member, International Society for Research on Aggression
2005-present Member, European Society for Developmental Psychology
1992-present Member, Society for Research in Child Development
1996-present Member, American Educational Research Association
2007-2010 Member, Society for Research in Adolescence
2001 Illinois State University Student Education Association Teacher Appreciation Award
1999-2000 Member of Society for the Psychological Study of Social Issues

TEACHING

COURSES TAUGHTS

T. Denny Sanford School of Social and Family Dynamics, Arizona State University

- CDE498: Undergraduate seminar on Bullying in Childhood and Adolescence
- CDE598: Graduate seminar on Bullying in Childhood and Adolescence
- CDE 232: Lifespan Development (CDE 232)
- SOC 390: Undergraduate statistics (SOC 390)

Division of Psychology in Education, Arizona State University

- Graduate seminar in Lifespan Development
- Graduate seminar on Peer Relationships
- Graduate seminar on Bullying and Peer Victimization
- Statistical Data Analysis
- Intro to Research Methods
- Development in Childhood and Adolescence
- Research with Children Practicum/Field experience
- Human Development (undergraduate; COE majors)

Department of Psychology, Illinois State University (1998 to 2001)

- Graduate seminar in Developmental Psychology
- Educational Psychology
- Social Science Reasoning Using Statistics

Dept. of Educational Psychology, University of Illinois, Urbana-Champaign (2000)

- Statistical Methods in Education (graduate)

MENTORING

DISSERTATION **CHAIR** (WITH YEAR DEFENDED, IF APPLICABLE)

11. Laura Clary (post comprehensive exam)
10. Kari Visconti (2013). *A latent class/latent transition approach to children's coping with peer victimization.*
9. Paul Kremer (2010). *Quality of teacher-student relationships: Moderators of the effects of peer victimization?*
8. Sarah Polasky (2010). *Coping with school bullying: An examination of longitudinal effects of coping on peer victimization and adjustment.*
7. Rhonda Casillas (2009). *Sense of belonging: Implications for Latino students' academic achievement in U.S. schools.*
6. Renate von Grunigen (2010). *Immigrant children's peer relationships: Mediating processes and moderating factors* (Co-advisor with Francoise Alsaker, University of Berne)
5. Claire Clifford (2008). *Attributions for peer victimization: The development of a new measure for understanding the effects of victimization on children's loneliness.*
4. Tyson Kreiger (2007). *When blue acts pink: Gender-related behaviors as predictors of peer acceptance and victimization.*
3. Roopa Iyer (2006). *The relations of effortful control and classroom peer interactions to children's school adjustment*
2. Denise Bodman (2005). *Adolescents' autonomy and conformity as mediators between parenting behaviors and academic achievement orientation in Beijing adolescents.*
1. Nicole Michalik (2005). *Determinants of adolescent prosocial behavior: Parental personality and socialization.*

DISSERTATION COMMITTEE **MEMBER** (WITH YEAR DEFENDED)

13. Jodi Swanson, School of Social and Family Dynamics (2011)
12. Inez Moreno, College of Education (2011)
11. Tzu-Hui Chen, College of Education (2010)
10. Rachelle Beard, College of Education (2010)
9. Sarah Goodwin, College of Education (2010)
8. Mark Wright (School Psychology, University of Sussex) (2010)
7. Karen Kochel, School of Social and Family Dynamics (2009)
6. Sarah Herald, Department of Psychology (2008)
5. Sharon Stevens, College of Education (2007)
4. Charlotte Wing, College of Education (2006)
3. Nimisha Patel, College of Education (2006)
2. Rebecca Andrews, Department of Psychology (2005)
1. Barry Thompson, College of Education (2002)

COMPREHENSIVE EXAM **CHAIR** (WITH YEAR COMPLETED)

9. Khaerannisa Cortes, T. Denny Sanford School of Social and Family Dynamics (anticipated 2015)
8. Mark Whiteley, T. Denny Sanford School of Social and Family Dynamics (anticipated 2015)
7. Laura Clary, T. Denny Sanford School of Social and Family Dynamics (2013)
6. Sonja Ruediger, College of Education (2009)

5. Kari Visconti, T. Denny Sanford School of Social and Family Dynamics (2009)
4. Paul Kremer, College of Education (2007)
3. Claire Clifford, College of Education (2005)
2. Roopa Iyer, College of Education (2004)
1. Terri Hlava, College of Education (2004)

COMPREHENSIVE EXAM **MEMBER** since joining TDSSSF (WITH YEAR COMPLETED)

4. Casey Sechler, T. Denny Sanford School of Social and Family Dynamics (2014)
3. Idean Ettekal, T. Denny Sanford School of Social and Family Dynamics (2014)
2. Sierra Clifford, Dept. of Psychology (2014)
1. Jodi Swanson, T. Denny Sanford School of Social and Family Dynamics (2009)

MASTER'S THESIS **CHAIR** (WITH YEAR COMPLETED)

11. Khaerannisa Cortes (2013). *Children's Perceptions of Teachers' Responses to Bullying: Relational Schemas as Predictors of Seeking Teachers' Assistance.*
10. Randall, Megan (2009). *The Relationship between Teachers, Bullies, and Victims*
9. Casillas, Rhonda (2007). *The influence of teacher-student relationships in the U.S.: A comparison of Latino and Caucasian children.*
8. Marie Pelletier (2006). *Bullying in the classroom: How teachers' views regarding peer victimization influence their use of classroom management strategies.*
7. Paul Kremer (2006). *Teacher-student Relationships: Moderators of the Effects of Peer Victimization on Children's Adjustment?*
6. Tzu-Hui Chen (2005). *Teacher-student relationships in Taiwan and the United States: Comparisons of the associations with social and classroom behaviors and academic achievement.*
5. Stacey Weber (2005). *Psychological Outcomes Based on Peer Victimization Attributions.*
4. Michele Pinter (2002). *Emotional responses to peer victimization: Mediators of coping strategies.*
3. Jolene Baldwin (2001). *Strategies used by children with the characteristics of Attention-Deficit Hyperactivity Disorder to Cope with peer rejection.*
2. Stylianos V. Mihalopoulos (2001). *Academic achievement of children who are victimized by peers.*
1. JoDe Paladino (2001). *Coping strategies of peer victimized children: Moderators of psychoemotional adjustment?*

MASTER'S THESIS **MEMBER** (WITH YEAR COMPLETED)

11. Melissa Martin, T. Denny Sanford School of Social and Family Dynamics (2013)
10. Casey Sechler, T. Denny Sanford School of Social and Family Dynamics (2012)
9. Jillian Smith, T. Denny Sanford School of Social and Family Dynamics (2011)
8. Rachelle Beard, College of Education (2009)
7. Karen Kochel, T. Denny Sanford School of Social and Family Dynamics (2007)
6. Gabriela Chavez, College of Education (2006)
5. Yi-Chin Lee, College of Education (2006)
4. Annie Metcalf, College of Education (2005)
3. Kelley Daley, College of Education (2004)
2. Li-Wen Lee, College of Education (2004)
1. Josellin Thomas, College of Education (2004)

UNDERGRADUATE MENTORING: Senior Projects and Barrett's College Honor Projects **Chaired**

6. Jose (Pete) Galvan, Barrett's Honor College (2014)
5. Lauren Aboud, Barrett's Honor College (2013)
4. Khaerannisa Cortes, Barrett's Honor College (2011)
3. Lisa Severson, T. Denny Sanford School of Social and Family Dynamics (2009)
2. Chelsey Camponschi, Barrett's Honor College (2009)
1. Elizabeth Bartels, Barrett's Honor College (2009)

OUTSIDE DISSERTATION EVALUATOR

2. Singh, Puneet. (2009). *Peer victimization and psychological maladjustment: The mediating role of coping self-efficacy* Dissertation submitted to Psychology Department, Macquarie University, Sydney, Australia.
1. Wade, Emma L. (2007). *Resilient victims of school bullying: Psychosocial correlates of positive outcomes.* Dissertation submitted to Psychology Department, RMIT University, Melbourne, Australia.

VITAE

GARY W. LADD

January 2012

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Current Positions

Cowden Distinguished Professor School of Social and Family Dynamics,
Department of Psychology, Arizona State University

PI/Director: The Pathways Project
Sites: Arizona State University &
University of Illinois at Urbana-Champaign

The 4R SUCCESS Project
Arizona State University and SUNY Fredonia

Education

Ed.D. Human Development, Educational Psychology
1979 Center for the Study of Psychological Development
Graduate School of Education and Human Development
University of Rochester

M.S. School Psychology
1974 Department of Psychology
Alfred University

B.A. Psychology
1972 Grove City College

Honors and Awards

Fellow, American Educational Research Association, 2010
Cowden Distinguished Professorship, Arizona State University, 2005
APA/IES Mentor, American Psychological Association and Institute of Educational Sciences,
Postdoctoral Research Training Program, 2004-2006.
Invited Co-Chair (with Dr. Ed Cairns, University of Ulster, Northern Ireland), Lawrence Frank

Symposium, Society for Research in Child Development, 2003.
Spitze/Mather Award for Faculty Excellence in Research and Teaching, University of Illinois at Urbana-Champaign, 2000
Fellow, Center for Advanced Study in the Behavioral Sciences, Stanford, California, 1997-1998
Spencer Foundation Fellow, 1997-1998
Collaborator, MacArthur Foundation Research Network on Successful Pathways through Middle Childhood, 1996-1997
Fellow, American Psychological Association, 1996
Senior Scholar, College of Education, University of Illinois, 1993-1994
Award for Excellence in Teaching, Advising, and Research, Council of Graduate Students in Education, University of Illinois, 1992
Chancellor's List for Teachers Rated as Excellent by their Students, University of Illinois, 1990, 1991, 1992, 1993, 1995, 1996, 1998, 1999, 2000
Human Development Research Award, American Educational Research Association, 1990
Distinguished Alumni Award, Graduate School of Education and Human Development, University of Rochester, Commencement 1986
Young Scholar in Social and Affective Development, Foundation for Child Development, 1984
Outstanding Dissertation Proposal Award, University of Rochester, 1978
Member, Board of Trustees Visiting Committee, University of Rochester, 1982-1985

Editorial Positions

Editor, *Merrill-Palmer Quarterly: A Journal of Developmental Psychology*, 2000-
Consulting Editor, *Child Development Perspectives*, 2000-2002
Associate Editor, *Child Development*, 1989-1996
Associate Editor, *Journal of Social and Personal Relationships*, 1988-1990
Co-Editor (with Ed Cairns), Special section: "Children: Ethnic and Political Violence", *Child Development*, February 1996
Guest Editor, Special issue entitled "Family-Peer Relations", *Journal of Social and Personal Relationships*, August 1991
Member, Editorial Board, *Asia-Pacific Journal of Research in Early Childhood Education*, 2006-
Member, Editorial Board, *Child Development*, 1982-1989
Member, Editorial Board, *Developmental Psychology*, 1985-1990
Member, Editorial Board, *Journal of Consulting and Clinical Psychology*, 1985-1987

Positions and Memberships in National Professional Organizations

Member, National Institutes of Health, Center for Scientific Review, Panel: Psychosocial Development, Risk and Prevention (PDRP), 2002-2004
Member, National Institutes of Health, Center for Scientific Review, Panel: Risk, Prevention, and Health Behavior (RPHB-1), 1999-2002
Member, Accreditation Performance Criteria Review Team, National Association for the Education of Young Children, 2003-2004
Vice President, American Educational Research Association, 1998-2000
Chair, Nominating Committee, American Educational Research Association, Division E, 2000-2002
Member, Governing Council, American Educational Research Association, 1997-2000
Membership Chair, American Educational Research Association, Division E, 1990-1991
Membership Co-Chair, American Educational Research Association, Division E, 1991-1992
Chair, Program Committee, American Educational Research Association, Division E, 1990 Convention

Co-Chair, Program Committee, American Educational Research Association, Division E, 1989
Convention

American Psychological Association, Member: Divisions 1, 7

Society for Research in Child Development

International Society for Behavioral Development

American Educational Research Association

European Society for Developmental Psychology

Sigma Xi Scientific Research Society

Professional Licensure and Certification

Psychologist, State of Indiana

Certified School Psychologist, State of New York

Prior Research Positions

Associate Director, School of Social and Family Dynamics, Arizona State University, 2006- 2010

Acting Chair, Department of Family and Human Development, Arizona State University, 2006

Professor, Department of Educational Psychology and Department of Psychology, University of Illinois
at Urbana-Champaign, 1989-2001

Fellow, Center for Advanced Study in the Behavioral Sciences, Stanford California, 1997-1998

Visiting Professor, Department of Psychology, Arizona State University, 1996

Chair, Division of Development and Socialization Processes, College of Education, University of
Illinois at Urbana-Champaign, 1995-2000

Director, Research Opportunities Office, Bureau of Educational Research, University of Illinois, 1990-
1993

Professor, Department of Child Development and Family Studies and Department of Psychological
Sciences, Purdue University, 1988-1989

Visiting Professor, Department of Family and Child Development, Auburn University, 1988-1989

Visiting Associate Professor, Department of Psychology, Vanderbilt University, 1987-1988

Visiting Associate Professor, Department of Psychology and Human Development, George Peabody
College for Teachers, Vanderbilt University, 1987-1988

Visiting Associate Professor, Department of Child Development and Family Relations, University of
North Carolina-Greensboro, summer 1987

Associate Professor, Department of Child Development and Family Studies and Department of
Psychological Sciences, Purdue University, 1984-1988

Coordinator, Childhood Subgroup, Indiana Center for Prevention Research, 1984-1985

Acting Director, Child and Family Research Institute, Purdue University, 1982-1983

Assistant Professor, Department of Psychological Sciences, Purdue University, 1982-1984

Assistant Professor, Department of Child Development and Family Studies, Purdue University, 1979-
1984

Postdoctoral Research Associate, Graduate School of Education and Human Development, University
of Rochester, 1978-1979

Publications

Doctoral Dissertation

Ladd, G. W. (1979). A social learning approach to training social skills with low-accepted children.
University of Rochester.

Books

Berndt, T. J. & Ladd, G. W. (1989). *Peer relationships in child development*. New York, NY: John Wiley & Sons.

Parke, R. D. & Ladd, G. W. (1992). *Family-peer relationships: Modes of linkage*. Hillsdale, N.J.: Lawrence Erlbaum Associates.

Ladd, G. W. (2005). *Children's peer relationships and social competence: A century of progress*. New Haven: CT: Yale University Press.

- Selected as an Outstanding Academic Title for 2006 by *Choice Magazine*

Ladd, G. W. (2007). *Appraising the human developmental sciences*. Detroit, MI: Wayne State University Press.

Ryan, A. & Ladd, G. W. (2012). *Peer relationships and adjustment at school*. Information Age Publishing, Charlotte, NC.

Test Manuals/User Guides

Ladd, G. W. (2010). *The Child Behavior Scale: Applications and research findings*. St. Louis: Mira Digital Publishing.

Refereed Journal Articles and Book Chapters

Ladd, G. W. & Oden, S. L. (1979). The relationship between peer acceptance and children's ideas about helpfulness. *Child Development*, 50, 402-408.

Ladd, G. W. (1981). A social learning method for enhancing children's social interaction and peer acceptance. *Child Development*, 52, 171-178.

Wheeler, V. A. & Ladd, G. W. (1982). Assessment of children's self-efficacy for social interactions with peers. *Developmental Psychology*, 18, 795-805.

Ladd, G. W. & Mize, J. (1982). Social skill training and assessment with children: A cognitive-social learning approach. *Child and Youth Services*, 5, 61-74.

- Reprinted in C. W. LeCroy (1983). *Social skills training for children and youth*, New York: Haworth Press.

Ladd, G. W., Lange, G. & Stremmel, A. (1983). Personal and situational influences on children's helping behavior: Factors that mediate compliant helping. *Child Development*, 54, 488-501.

Ladd, G. W. & Mize, J. (1983). A cognitive-social learning model of social skill training. *Psychological Review*, 90, 127-157.

- Ladd, G. W. & Keeney, B. (1983). Intervention strategies and research with socially isolated children: An ecological-systems perspective. *Small Group Behavior*, 14, 175-186.
- Ladd, G. W. (1983). Social networks of popular, average, and rejected children in school settings. *Merrill-Palmer Quarterly*, 29, 283-307.
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- Ladd, G. W., Munson, H. & Miller, J. (1984). Social integration of deaf adolescents in secondary level mainstreamed programs. *Exceptional Children*, 50, 420-428.
- Ladd, G. W. & Emerson, E. S. (1984). Shared knowledge in children's friendships. *Developmental Psychology*, 20, 932-940.
- Ladd, G. W. (1984). Promoting children's prosocial behavior and relationships in early childhood classrooms: A look at four teacher roles. *Dimensions*, 12, 6-11.
- Ladd, G. W. & Asher, S. A. (1985). Social skill training and children's peer relations. In L. L'Abate and M. Milan, *Handbook of social skills training and research* (pp. 219-244), New York, NY: John Wiley and Sons.
- Ladd, G. W. (1985). Documenting the effects of social skill training with children: Process and outcome assessment. In B. Schneider, K. Rubin & J. Ledingham (Eds.), *Peer relationships and social skills in childhood: Issues in assessment and training* (pp. 351-389), New York, NY: Springer-Verlag.
- Stremmel, A. & Ladd, G. W. (1985). Children's selective use of peer informants: Criteria for making information-seeking decisions. *Journal of Genetic Psychology*, 146, 541-550.
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- Ladd, G. W. & Mars, K. T. (1986). Reliability and validity of preschoolers' perceptions of peer behavior. *Journal of Clinical Child Psychology*, 15, 16-25.
- Ladd, G. W. & Price, J. M. (1986). Promoting children's cognitive and social competence: The relation between parents' perceptions of task difficulty and children's perceived and actual competence. *Child Development*, 57, 446-460.
- Price, J. M. & Ladd, G. W. (1986). Assessment of children's friendships: Implications for social competence and social adjustment. In R. Prinz (Ed.), *Advances in behavioral assessment of children and families*, Volume 2, (pp. 121-149). Greenwich CN: JAI Press.
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- Ladd, G. W. & Kochenderfer-Ladd, B. J. (1998). Parenting behaviors and the parent-child relationship: Correlates of peer victimization in kindergarten? *Developmental Psychology, 34*, 1450-1458.
- Ladd, G. W. (1999). Peer relationships and social competence during early and middle childhood. *Annual Review of Psychology* (pp. 333-359; Vol. 50), Palo Alto, CA: Annual Reviews Inc.
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- Ladd, G. W., Buhs, E. & Seid, M. (2000). Children's initial sentiments about kindergarten: Is school liking an antecedent of early classroom participation and achievement? *Merrill-Palmer Quarterly, 46*, 255-279.
- Clark, K. E. & Ladd, G. W. (2000). Connectedness and autonomy support in parent-child relationships: Links to children's socioemotional orientation and peer relationships. *Developmental Psychology, 36*, 485-498.
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- *Volume 50: # 3* (pages 203-414): Contents: An introductory article by G. Ladd, and 13 invited commentaries from distinguished scholars within the human developmental sciences.
 - *Volume 50: # 4* (415-557): Contents: An introductory article by G. Ladd, and 9 invited commentaries from distinguished scholars within the human developmental sciences.

- Troop-Gordon, W. & Ladd, G. W. (2005). Trajectories of peer victimization and perceptions of the self and schoolmates: Precursors to internalizing and externalizing problems. *Child Development, 76*, 1072-1091.
- Ladd, G. W. (2005). School readiness: Preparing children for the transition from preschool to grade school. In R. E. Tremblay, R. G. Barr, R. DeV. Peters (Eds.), *Encyclopedia on Early Childhood Development* (pp. 1-7). Montreal: Quebec: Center of Excellence for Early Childhood Development.
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Troop-Gordon, W. & Ladd, G. W. (in press). Teachers' victimization-related beliefs and strategies: Associations with students' aggressive behavior and peer victimization. *Journal of Abnormal Child Psychology*.

Ladd, G. W., Kochenderfer-Ladd, B., & Sechler, C. M. (in press). Classroom peer relations as a context for social and scholastic development. In S. Landry (Ed.), *Well Being and Children and Families*, Oxford: England, Wiley-Blackwell.

Ettekal, I., & Ladd, G. W. (in press). Developmental pathways from childhood aggression-disruptiveness, chronic peer rejection and deviant friendships to early-adolescent rule breaking. *Child Development*.

Administrative and Professional Publications and Reports

Ladd, G. W. (1998). A bridge to the millennium: New directions for AERA and Division E. *Counseling and Human Development Newsletter*, 17 (2), 1-3.

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Ladd, G. W. (2000). New century, new agendas: A message from the Vice President. *Counseling and Human Development Newsletter*, 18 (3), 1-3.

Ladd, G. W. (2000). The fourth "R": Relationships as risks and resources following children's transition to school—Part I. *Counseling and Human Development Newsletter*, 19 (1), 7-11.

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Ladd, G. W. (2002). Editorial. *Merrill-Palmer Quarterly*, 48, ii-vi.

Ladd, G. W. (2004). Commentaries in honor of the 50th anniversary of *Merrill-Palmer Quarterly*: Introduction to the July 2004 and October 2004 issues. *Merrill-Palmer Quarterly*, 50, 3, 203-205.

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Published Abstracts

Ladd, G. W. (2000). The Child Behavior Scale. In Maltby, J., Lewis, C. A., & Hill, A. P. (Eds.). *Commissioned reviews on 250 psychological tests*, (pp. 694-696). Lampeter, Wales: Edwin Mellen Press.

Hart, C. H., Lisonbee, J. A., Olsen, S. F., Burlison, B. R., Ladd, G. W., & Robinson, C. C. (2001). Hierarchical coding scheme for parental disciplinary styles. In J. Foliates, B F. Perlmutter, & G. W. Holden (Eds.), *Handbook of family measurement techniques: Vol 2. Abstracts* (2nd ed., pp. 170-171). Thousand Oaks, CA: Sage Publications.

Melson, G. F. & Ladd, G. W. (2001). Perceived difficulty at parenting tasks. In J. Foliates, B F. Perlmutter, & G. W. Holden (Eds.), *Handbook of family measurement techniques: Vol 2. Abstracts* (2nd ed., p. 179). Thousand Oaks, CA: Sage Publications.

Book Reviews

Ladd, G. W. (1983). Review of M. C. Roberts, et al., Publishing Child-Oriented Articles in Psychology. *American Journal of Family Therapy*, 11, 87-88.

Ladd, G. W. (1984). Review of L. M. Laosa & I. E. Sigel, Families as Learning Environments for Children. *Journal of Marriage and the Family*, 46, 752-753.

Ladd, G. W. (1987). Being social comes easily: It's being skillful that's difficult. Review of P. Strain, M, Guralnick, & H. Walker (Eds.), Children's social behavior: Development, assessment, and modification. *Contemporary Psychology*, 32, 822-823.

Ladd, G. W. (1988). In search of friendship: Beyond attraction and acquaintance. Review of V. Derlega & B. Winstead (Eds.), Friendship and social interaction. *Contemporary Psychology*, 33, 135-136.

Ladd, G. W. (1992). Review of T. Gullotta et al. (Eds.), "Developing social competency", *Journal of Social and Personal Relationships*, 9, 155-160.

Ladd, G. W. (1994). Review of K. H. Rubin & J. B. Asendorpf (Eds). Social withdrawal, inhibition, and shyness in childhood. *Contemporary Psychology*, 39, 312-313.

Ladd, G. W. (2005, March 16). Of peers and persons: Progress and prospects in research on children's peer relations. Review of J. B. Kupersmidt & K. A. Dodge (Eds.), Children's peer relations: From development to intervention, American Psychological Association, *Contemporary Psychology, APA Review of Books*, 50, (No. 11), Article 8. Available from the March 16, 2005 *PsycCRITIQUES* database.

Grants

PI, Development of the "4R-SUCCESS" program aimed at improving elementary school-aged children's social and scholastic competence. Funded by the U.S. Department of Education, National Center for Education Research, Institute of Education Sciences, 2009-2012, \$1.85 million. [R305A090386]

PI, Risk and protective factors and school adjustment during adolescence (G. Ladd, PI; Karen Rudolph,

Co-PI). Funded by the National Institute of Child Health and Human Development and the National Institute of Mental Health, 2003-2009, \$2.8 million. [3-R01HD-045906]

PI, Risk and protective factors and school maladjustment during middle childhood (G. Ladd, PI), National Institute of Mental Health, 1997-2002, \$2.6 million. [2-R01MH-49223]

PI, Risk and protective factors in early school maladjustment (G. Ladd, PI), National Institute of Mental Health, 1992-1997, \$2.3 million. [1-R01MH-49223]

Co-PI, Sex-segregated peer relationships and school readiness. (Carol Martin, PI), National Institute for Child Health and Human Development, 2004-2008, \$2.3 million. [R01HD-45816].

Senior Mentor, A Two-Faceted Post-Doctoral Training Plan for School-Based Education Research, American Psychological Association and Institute of Educational Sciences, Postdoctoral Research Training Fellowship Program, 2004-2006, \$110,000.

Training Faculty Member, Research Training in Child Mental Health/Primary Prevention, (L. Chassin, PI), National Institute of Mental Health, 2003-2008, \$1,556,031 [T32-MH18387]

Senior Scientist, Research Mentoring Workshop for Junior Faculty in the Human Sciences (R. Fabes & L. Lampke, PI's), National Science Foundation, 2001, \$16,480.

PI, Parent- and teacher-child relations as precursors of children's school engagement. (Sharon Lambert, Co-PI), National Institute of Mental Health, 1996-1997, \$42,662.

Editor, *Merrill-Palmer Quarterly* journal operations, Wayne State University Press, 2000-2006, \$160,000.

Associate Editor, *Child Development* journal operations, Society for Research in Child Development, 1989-1996, \$125,074.

PI, Probing the precursors of early school adjustment. "Shoestring" Grant Program, University of Illinois, 1990-1991 & 1991-1992; \$1000.

Co-PI, Goals and Children's Responses to Social Rejection: An Experimental Analysis (Frances D. Hines, Co-PI). National Science Foundation, 1989-1990. \$4,000.

PI, Precursors of early school adjustment. UIUC Research Board, 1989-1990, \$14,715.

PI, From preschool to kindergarten: The role of peer networks in children's social and school adjustment (G. Ladd, PI), Foundation for Child Development, 1984-1985, \$15,000.

PI, Peer networks and children's social adjustment. Purdue University Research Foundation, 1984-1986, \$12,000.

PI, Assessment and training of social knowledge with children: Implications for early peer relations. USDA Experiment Station, 1982-1984, \$12,000.

PI, Personal and situational determinants of children's helping behavior. Purdue University Research Foundation, 1980-1982, \$10,000.

Research Associate, Mainstreaming secondary-level deaf students in occupational education programs (H. Munson & J. Miller, Co-PIs). U. S. Department of Health, Education, and Welfare, 1978-1979, \$900,000.

Final Reports and Commissioned Papers

Risk and protective factors and school adjustment during middle childhood. Summary of research findings for the period 1997-2001; National Institute of Mental Health, November 2002.

Risk and protective factors in early school adjustment. Summary of research findings for the period 1992-1996; National Institute of Mental Health, November 1996.

The transition to grade school: Interpersonal precursors of early school adjustment. Policy recommendations submitted to the Office of the Surgeon General of the United States and Bureau of Maternal and Child Health, January 1992.

From preschool to kindergarten: The role of peer networks in children's social and school adjustment. Final program report submitted to the Foundation for Child Development, December 1985.

Mainstreaming secondary-level deaf students in occupational education programs (with H. Munson & J. Miller). Final program report submitted to U. S. Department of Health, Education, and Welfare, June 1979.

Invited Presentations, Addresses

Ladd, G. W. *Bullying, victimization, and moral disengagement.* Invited participant for Bullying Research Network Think Tank, University of Nebraska-Lincoln, Lincoln, Nebraska; June, 15, 2011.

Children's Social Competence with Peers: A Prerequisite for School Adjustment? Invited presentation, Jacobs Foundation, Zurich, Switzerland, May 14, 2009.

Contributions of Peer Relations and Social Competence to Children's Development. Invited presentation, Department of Psychology, University of Texas at Dallas, March, 2009.

Social Competence with Peers. Invited presentation, Merrill-Palmer Skillman Institute, February 2009.

Professional Development Lecture Series: Building Classroom Communities. Invited five-day professional development workshop with B. K. Ladd for teachers in Dar Es Salaam, Tanzania, July 2008.

Building Classroom Communities. Invited evening lecture series for parents of school-age children in Dar Es Salaam, Tanzania, July 2008.

Preventive Interventions for Peer Teasing, Bullying, and Exclusion, Invited Address with B. K. Ladd, Third Annual Healing Arts Tribute, State University of New York, Fredonia NY, November 10, 2007.

School Readiness: Are there Social Prerequisites? Invited address, Department of Psychology, University of Leuven, Leuven Belgium, January, 2007.

- Role of Relationships in Moral Development*, Gambia/UNICEF/CCF Early Childhood Development Conference, “Shaping World Changers in the Gambia”, SEBEC International School, Banjul, The Gambia (Africa), June 16, 2007.
- Role of Relationships in Social and Emotional Development*, co-presentation with Becky K. Ladd at the Gambia/UNICEF/CCF Early Childhood Development Conference, “Shaping World Changers in the Gambia”, SEBEC International School, Banjul, The Gambia (Africa), June 16, 2007.
- Session Chair, *Joint Efforts in the Prevention of Peer Victimization*, Swiss Research Council and University of Berne, Kandersteg, Switzerland, June 8-10, 2007.
- Social Competence: A Worthy Educational Objective?* Invited presentation, Department of Psychology, Kwansai Gakuin University, Osaka (Japan), August 1, 2006.
- Building Social Competence: A Worthy Objective for Early Childhood Education?* Keynote address, Annual Meetings of the Pacific Early Childhood Educational Research Association, Chung Ang University, Seoul Korea, July 26, 2006.
- Should Children be Ready for School or Schools Be Ready for Children?* Invited presentation, School of Family and Consumer Sciences, University of Arizona, May 10, 2006.
- Developing Innovative Research Strategies for Tomorrow’s Research Agendas*. Invited presentation, School of Consumer Sciences, University of Alabama, April 20, 2006.
- Emotions, moral cognitions, and bullying*. Discussant for invited symposium presented at the biennial meetings of the European Conference on Developmental Psychology, Tenerife, Canary Islands (Spain), August 25, 2005.
- School Readiness: Are there Social Prerequisites?* Invited presentation, Center for Developmental Science, University of North Carolina at Chapel Hill, December 30, 2004.
- Children’s Peer Relationships and Adjustment in School: Toward a Process Model of Adaptation*. Invited presentation, Department of Psychology, Southern Methodist University, April 30, 2004.
- Children and Political Violence*. Co-Chair (with Dr. Ed Cairns, University of Ulster, Northern Ireland), Lawrence Frank Symposium, Society for Research in Child Development, April 24, 2003.
- Children’s Relationships as Risks and Resources: Links to Psychological and School Adjustment*. Invited presentation for the dedication of the Seay Psychology Building, University of Texas at Austin, November 7, 2002.
- A Child by Environment Model of Children’s Social and School Adjustment: Corroboration After 10 Years of Investigation*. Invited presentation, University of Arizona, February 15, 2002.
- Peer and Teacher-Child Relationships as Antecedents of Children’s Adjustment to School*. Invited presentation, Xth European Conference on Developmental Psychology, University of Uppsala, Sweden, August 22, 2001.

New Directions in Research on Children's Peer Relationships. Invited presentation, Departments of Family and Human Development and of Psychology, Arizona State University, October 18, 2000.

Parent-, Peer-, and Teacher-Child Relationships: Precursors of Children's Psychological Adjustment in School Settings? Invited colloquium, Center for Family Studies, University of California-Riverside, May 19, 1998.

Socialization of the Young Child: Prevention and Remediation of Social Difficulties during the Early School Years. Invited professional workshop sponsored by the Primary Mental Health Project, University of Rochester and BOCES #1, Rochester New York, May 1-2, 1998.

Charting the Relationship Trajectories of Aggressive, Withdrawn, and Aggressive/Withdrawn Children During Early Grade School. Invited colloquium, Graduate School of Education, University of California-Los Angeles, Los Angeles CA, April 20, 1998.

Do Children's Relationships with Teachers and Peers Antecede Early Classroom Participation and Achievement Trajectories? Invited colloquium, Robert Wood Johnson School of Medicine and Dentistry, University of New Jersey, Rutgers, March 29, 1998.

Do Children's Relationships with Classmates and Teachers Influence Their Success in School? Presentation to Fellows and Stanford faculty at the Center for Advanced Study in the Behavioral Sciences, Stanford, CA, October 22, 1997.

Peer, Teacher, and Family Relationships as Precursors of Children's Early School Adjustment. Invited symposium, Department of Psychology, Stanford University, October 1, 1997.

Bully-Victim Relationships at School: Assessment, Prevention, and Intervention. Invited professional workshop sponsored by the Primary Mental Health Project, University of Rochester and BOCES #1, Rochester New York, May 1, 1997.

The Fourth "R": Relationships as Resources and Risks During the Transition to School. Invited symposium, Department of Psychology, Arizona State University, November 21, 1996.

Origins of Children's School Adjustment: Risk Factors in the Child and the School Environment. John D. MacArthur Foundation, Network on Psychopathology and Development, Chicago, February 14-15, 1996.

Teaching Social Relationship Skills to Children. Invited professional workshop, School of Education, University of Wisconsin-Madison, October 23, 1993.

Invited address and discussant for 1993 SRCD Peer Relations Preconference, Society for Research in Child Development, New Orleans, March 24, 1993.

Classroom Peer Relationships: Determinants of Children's Early School Adjustment? Invited colloquium, Department of Psychology, San Diego State University, March 18, 1992.

Parents as Managers of Preschoolers Peer Relations, Invited colloquium, Department of Psychology, University of California-Riverside, March 20, 1992.

Children's Peer Relationships. Invited professional workshop (with several co-presenters), School of Education, University of Wisconsin-Madison, May 9-10, 1992.

Peer Relations and Children's Early School Adjustment, Panel on School Readiness, Office of the Surgeon General of the United States, and Bureau of Maternal and Child Health, Washington D.C., January 23-26, 1992.

Risk and Protective Factors in Early School Transitions. Invited address, Todd Conference on Education, College of Education and Human Development, University of Rochester, November 1-3, 1991.

Do Peer Relationships Affect Children's Adjustment to School? Research colloquium, Department of Psychology, Concordia University, October 3, 1991.

Chair for session "*Parenting Beliefs and Behavior*" at the 1991 SRCD Preconference on Research on Peer Relations, Seattle Washington, April 17, 1991.

How Parents Contribute to Young Children's Success in Classroom Peer Relations. Invited Research Award Address, American Educational Research Association, Chicago IL, April 4, 1991.

Children with Friendship Problems. Invited professional seminar (with several co-presenters), School of Education, University of Wisconsin-Madison, October 20, 1990.

Family and Peer Relations Precursors of Early School Adjustment. Invited colloquium, Department of Psychology, University of Ottawa, Ottawa Canada, May 24, 1990.

The Role of Friendship and Peer Status in Children's Adaptation to New School Environments. Invited colloquium, Department of Psychology, University of Waterloo, Waterloo Ontario, Canada, January 26, 1990.

Chair for the panel on family-peer relations at the 1989 SRCD Preconference on Research on Peer Relations, Kansas City, Kansas, April 26, 1989.

Antecedents of Social and School Adjustment. Invited presentation at: *Social Competence in Developmental Perspective*. NATO Advanced Studies Institutes, Les Arcs, France, July 8-18, 1988.

Children's Perceptions of their Relations with Peers. Invited participant in the discussion seminar *Beliefs about the Life Span: Developmental Change and Behavioral Consequences*. Center for Psychology and Human Development, Max Planck Institute for Human Development and Education, Berlin, Germany, December 7-10, 1987.

Entering Elementary School: Forecasting Children's Early Social and School Adjustment. Invited presentation, Department of Psychology, Vanderbilt University, October 30, 1987.

Assessment Issues in the Identification and Classification of Peer Rejection. Invited discussion leader for biennial preconference meetings on peer relations. Society for Research in Child Development, Baltimore, April 21-22, 1987.

Social and School Adjustment: Issues in Intervention and Prevention. Invited colloquium, Social and Industrial Psychology, Department of Psychological Sciences, Purdue University, October 24, 1986.

Children at Risk for Peer Relationship Problems: From Intervention to Prevention? Invited colloquium, Bureau of Educational Research, University of Illinois, Champaign-Urbana, June 10, 1986.

Predicting Children's Social and School Adjustment Following the Transition from Preschool to Kindergarten. Invited colloquium, Department of Child Development, Iowa State University, Ames, Iowa, February 14, 1986.

Peer Relationship Problems in Childhood. Invited colloquium, Department of Psychology, University of Guelph, Guelph, Ontario, November 3-5, 1985.

Developmental Issues in Social Skill Training. Invited colloquium, Department of Psychology, Duke University, May 10, 1985.

The Process of Change in Social Skill Training. Invited discussion leader for biennial preconference meetings on peer relations. Society for Research in Child Development. Toronto, Canada, April 24-25, 1985.

Preschoolers, Peer Networks and Behavioral Orientations. Invited Address, Conference on Social Networks of Children, Adolescents, and College Students, City College of New York, February 21, 1985.

How to Win Friends and Influence Peers: An Important Skill for Preschoolers? Invited colloquium, Auburn University, January 22, 1985.

Social Competence Intervention with School-Age Children. Invited address, Governor's Conference on Mental Health, State of Indiana, December 5, 1984.

Preschooler's Peer Networks and Behavioral Orientations: Relationship to Social and School Adjustment. Invited Colloquium, Department of Psychology, Indiana University-Bloomington, November 30, 1984.

Promoting Social Skills with Children who Lack Friends and Peer Acceptance. Invited address, Association for Moral Education, Ohio State University, November, 1984.

Documenting the Effects of Social Skill Training with Children: Process and Outcome Assessment. Invited address, Conference on Research Strategies in Children's Social Skill Training, University of Ottawa, Canada, June 21, 1984.

Early Peer Relations and Friendships: An Important Educational Resource? Keynote address, Midwest Regional Headstart Conference: Building Tomorrow's Community Today, Indianapolis, March 12, 1984.

Conference Papers and Presentations

Ettekal, I., Ladd, G. W., & Kochenderfer-Ladd, B. (2014, March). *Chronic Peer Victimization and the Development of Co-Occurring Internalizing-Externalizing Problems in Childhood and Adolescence.* Poster presented at the biennial meeting of the Society for Research on Adolescence, Austin, TX.

- Ettekal, I., & Ladd, G. W. (2014, March). *Associations between relational and physical aggression trajectories and chronic peer rejection on depression and delinquency*. Poster presented at the Society for Research in Adolescence Biennial Meeting, Austin, Texas.
- Visconti, K., Kochenderfer-Ladd, B., Ladd, G., & Troop-Gordon, W. (2014, March). Latent transitions in early adolescents' coping with peer victimization and the role of social and emotional stress. In K. Visconti (Chair), *New Directions in Research on Coping with Peer Victimization*. Paper symposium conducted at the biennial meeting of the Society for Research on Adolescence, Austin, TX.
- Ladd, G. W., Ettekal, I., & Kochenderfer-Ladd, B. (2013, September). Trajectories of peer victimization from childhood through adolescence: Links with depressive symptoms. In S. Perren (Chair), *Peer victimization and internalizing problems: Developmental trajectories and moderating effects*. Paper presented at the biennial meetings of the European Conference on Developmental Psychology, Lausanne, Switzerland.
- Kochel, K. P., Bagwell, C. L., Ladd, G. W., & Kochenderfer-Ladd, B. (2013, September). Depressive symptoms and gender as risk factors in the development of adolescents' peer victimization trajectories. In S. Perren (Chair), *Peer victimization and internalizing problems: Developmental trajectories and moderating effects*. Paper presented at the biennial meetings of the European Conference on Developmental Psychology, Lausanne, Switzerland.
- Ladd, G. W. (2013, September). Symposium discussant. In S. Perren (Chair), *Peer victimization and internalizing problems: Developmental trajectories and moderating effects*. Paper presented at the biennial meetings of the European Conference on Developmental Psychology, Lausanne, Switzerland.
- Ettekal, I., & Ladd, G. W. (2013, April). Relational aggression trajectories for girls and boys: Associations with internalizing-externalizing problems and peer relations. In S. Foster (Chair), *Developmental patterns and consequences of relational aggression in girls*. Paper symposium presented at the Society for Research in Child Development, Seattle, Washington.
- Ettekal, I., & Ladd, G. W. (2013, April). Loneliness trajectories from early to late adolescence and links with depressive symptoms. In J. Vanhalst & M. Prinstein (Chairs), *Addressing two fundamental issues in loneliness research*. Paper symposium presented at the Society for Research in Child Development, Seattle, Washington.
- Kochel, K.P., Bagwell, C.L., Ladd, G.W., & Rudolph, K.D. (2013, April). Does positive peer context buffer prospective associations between early adolescent depressive symptoms and peer victimization? In N. Sugimura & K.D. Rudolph (Co-chairs), *Multi-level predictors of peer victimization: Integrating individual and contextual perspectives*. Paper presented at the Society for Research in Child Development, Seattle, WA.
- Mun, C. J., Ettekal, I., & Ladd, G. W. (2013, April). *Social goals and social coping strategies: Associations with peer group rejection and psychological maladjustment in children*. Poster presented at the biennial meetings of the Society for Research in Child Development, Seattle, Washington.
- Visconti, K. J., Ladd, G. W., & Kochenderfer-Ladd, B. (2013). The role of moral disengagement in the longitudinal associations between children's social goals and aggression. Presentation for the Society for Research on Child Development's Biennial Meeting. Seattle, Washington.

- Visconti, K. J., Kochenderfer-Ladd, B., & Ladd, G. W. (2012, April). *Longitudinal Associations between Moral Disengagement and Social Goals in Elementary School Children*. Poster presented at the annual meetings of the American Educational Research Association, Vancouver, British Columbia, Canada.
- Cortes, K.I., Kochenderfer-Ladd, B., Eggum, N., & Ladd, G. W. (2012, April). *The Relationship between Effortful Control and Peer Victimization in Early and Middle Childhood*. Poster presented at the annual meetings of the American Educational Research Association, Vancouver, British Columbia, Canada.
- von Gruenigen, R., Kochenderfer-Ladd, B. K., & Ladd, G. W. (2011, August). *Risk factors of peer victimization in kindergarten: Comparisons of native Swiss and immigrant children*. Poster presented at the European Conference on Developmental Psychology, Bergen, Norway.
- Ettekal, I., & Ladd, G. W. (2011, April). *Pathways to adolescent delinquency: Examining childhood aggression and peer exclusion using latent growth curve analysis*. Poster presented at the biennial meetings of the Society for Research in Child Development, Montreal, Canada.
- Kochel, K.P., Sechler, C.M., Eggum, N.D., & Ladd, G.W. (2011, April). *Associations between depressive symptoms and peer victimization trajectories in preadolescence through early adolescence*. Poster presented at the Society for Research in Child Development, Montreal, Canada.
- Perren, S., Ettekal, I., & Ladd, G. W. (2011, April). *The impact of peer victimization on later maladjustment: Mediating effects of hostile and self-blaming attributions*. Paper presented at the biennial meetings of the Society for Research in Child Development, Montreal, Canada.
- Sechler, C.M., Visconti, K.J., Kochenderfer-Ladd, B.J., & Ladd, G.W. (2011, April). Longitudinal associations between shyness and children's school adjustment: Consequences of loneliness. In J. Liew & J.N. Hughes (Chairs), *Social and emotional factors in children's academic outcomes*. Paper presented at the Society for Research in Child Development, Montreal, Canada.
- Visconti, K.J., Ettekal, I., Sechler, C.M., Smith, J.A.M., & Ladd, G.W. (2011, April). *Pathways between peer victimization and school adjustment: Consequences of perceived social competence and peer support*. Poster presented at the Society for Research in Child Development, Montreal, Canada.
- Ladd, G. W., & Kochenderfer-Ladd, B. (2010, May). *The friendships of anxious solitary and unsociable withdrawn preadolescents*. Paper presented at the Athens Institute for Education Research, 4th Annual International Conference, Athens, Greece.
- Kochenderfer-Ladd, B., Ladd, G. W., Visconti, K. J., & Ettekal, I. (2010, June). *The social validity of the 4R SUCCESS collaborative skill taxonomy*. Poster presented at the 5th Annual IES Research Conference, National Harbor, MD.
- Kochel, K.P., Miller, C.F., Updegraff, K.A., Ladd, G.W., & Kochenderfer-Ladd, B.J. (2010, April). *Associations among fifth graders' gender atypical problem behaviors and peer relational maladjustment: A short-term longitudinal study*. Poster presented at the Gender Development Research Conference, San Francisco, CA.

- Kochel, K.P. & Ladd, G.W. (2009, April). *Peer victimization: A mediator of the relation between early peer rejection and later internalizing symptoms?* In P. van Lier (Chair), *Mechanism of Influence of Peer Rejection on Child and Adolescent Psychopathology: A Process-Oriented Approach*. Symposium presented at the biennial meetings of the Society for Research in Child Development, Denver, CO.
- Ladd, G. W. (2009, April). Discussant. In Salmivalli & M. Boivin (Co-Chairs), *New perspectives on the link between victimization and maladjustment*. Symposium presented at the biennial meetings of the Society for Research in Child Development, Denver, CO.
- Brown, S. H., & Ladd, G. W. (2009, April). *Chronic and severe peer rejection: Impact on children's engagement in school*. Poster presented at the biennial meetings of the Society for Research in Child Development, Denver, CO.
- Ladd, G. W. & Kochenderfer-Ladd, B. (2008, July). *Assessment methods*. In F. D. Alsaker and P. K. Smith's *Pre-conference Workshop: Victimization in Children and Youth*. Workshop conducted at the biennial meeting of the International Society for the Study of Behavioral Development, Würzburg, Germany.
- Kochel, K.P. & Ladd, G.W. (2008, March). Prospective relations between victimization, rejection and depression in early adolescence. In K.P. Kochel & G.W. Ladd (Co-chairs), *New directions in research on the ecology of adolescents' peer relationships*. Paper presented at the meeting for the Society for Research on Adolescence, Chicago, IL.
- Ladd, G. W. & Dinella, L. M. (2007). Predicting children's achievement trajectories from their early classroom engagement orientations. In S. Rimm-Kaufman & J. Hughes (Chair), *Contemporary perspectives on children's engagement in learning*. Symposium presented at the biennial meetings of the Society for Research in Child Development, Boston, MA.
- Ladd, G. W., Herald, S. L., & Andrews, R. K. (2007). *The Child Behavior Scale (CBS) Revisited: A longitudinal evaluation of CBS subscales with children, preadolescents, and adolescents*. Paper presented at the biennial meetings of the Society for Research in Child Development, Boston, MA.
- Herald, S. L., Andrews, R. K., & Ladd, G. W. (2007). *Modeling discontinuous trajectories for interpersonal perceptions following the cessation of peer group rejection*. Paper presented at the biennial meetings of the Society for Research in Child Development, Boston, MA.
- Dinella, L. M., Rudolph, K., & Ladd, G. W. (2007). *Gender differences in the interpersonal consequences of early-onset depression*. Paper presented at the biennial meetings of the Society for Research in Child Development, Boston, MA.
- McConnell, E. M., & Ladd, G. W. (2007). *Friendship features of withdrawn subtypes of children*. Paper presented at the biennial meetings of the Society for Research in Child Development, Boston, MA.
- Kochel, K. P., McConnell, E. M., & Ladd, G. W. (2007). *Do negative peer relationships provoke other peer adversities?* Paper presented at the biennial meetings of the Society for Research in Child Development, Boston, MA.

- Ladd, G. W. & Dinella, L. M. (2006, April). *The relation between school engagement orientations, academic achievement, and achievement anxiety*. Paper presented at the American Educational Research Association, San Francisco, CA.
- Ladd, G. W. (2005, April). Peer rejection and aggression as distinct antecedents of children's anxious-depressed behavior and emotion. In J. C. Cassidy & S.R. Asher (conveners), *The emotional consequences of adverse peer experiences in childhood and adolescence*. Symposium presented at the biennial meetings of the Society for Research in Child Development, Atlanta GA.
- Andrews, R. K., Herald, S. L., & Ladd, G. W. (2005, April). *Chronic relational and behavioral risk factors as predictors of children's self and peer belief trajectories*. Paper presented at the biennial meetings of the Society for Research in Child Development, Atlanta GA.
- Herald, S. L., Andrews, R. K., & Ladd, G. W. (2005, April). *Children's school engagement trajectories: The role of chronic peer group rejection*. Paper presented at the biennial meetings of the Society for Research in Child Development, Atlanta GA.
- Slutzky, C., & Ladd, G. W. (2005, April). *The effects of chronic peer rejection on children's loneliness: Exploring peer trust as a mediating factor*. Paper presented at the biennial meetings of the Society for Research in Child Development, Atlanta GA.
- Ladd, G. W. (2003, April). *Children and political violence*. Invited symposium, presented at the biennial meetings of the Society for Research in Child Development, Tampa FL.
- Troop, W. P., & Ladd, G. W. (2003, April). *Peer victimization, social perceptions, and changes in adjustment: A latent growth curve analysis*. Paper presented at the biennial meetings of the Society for Research in Child Development, Tampa FL.
- Troop, W. P., & Ladd, G. W. (2002, April). *Teachers' beliefs regarding peer victimization and their intervention practices*. Poster presented at the Southeastern Conference on Human Development, Charlotte, NC.
- Buhs, E. S. & Ladd, G. W. (2001, April). Children's social relationships in elementary school: Effects on classroom participation and adjustment. In E. Buhs & A. M. Ryan, *Children's social relationships and school adjustment: Examination of processes within the school environment*. Symposium presented at the biennial meetings of the Society for Research in Child Development, Minneapolis, Minnesota.
- Ladd, G. W. (1999). What makes for good discussants? A discussion of best practices. In J. L. Newman (Chair), *What makes for good discussants? A discussion of best practices*. Symposium conducted at the annual meeting of the American Educational Research Association, Montreal Canada.
- Buhs, E. S. & Ladd, G. W. (1999). Probing the processes through which peer acceptance/rejection affects children's academic and emotional adjustment. In S. D. Gest (Chair) *Patterns of Association and Influence between academic skills and social adaptation in the early school years*. Symposium conducted at the biennial meetings of the Society for Research in Child Development, Albuquerque, New Mexico.

- Ladd, G. W. & Alsaker, F. (1998, July). *The universality of bully-victim problems across cultures, age groups, and gender*. Symposium at the International Society for the Study of Behavioral Development, Berne Switzerland.
- Burgess, K. & Ladd, G. W. (1998, July). *Social withdrawal and aggression in childhood and adolescence: The self and relationships as risk and protective factors for psychological adjustment*. Symposium at the International Society for the Study of Behavioral Development, Berne Switzerland.
- Kochenderfer, B. J. & Ladd, G. W. (1998, July). *Linkages between parent-child interactions at home and children's peer victimization at school*. Symposium at the International Society for the Study of Behavioral Development, Berne Switzerland.
- Kochenderfer, B. J. & Ladd, G. W. (1997, April). Distinctions between aggressive- and non-aggressive victimized children: Behaviors, peer relations, and adjustment. In B. J. Kochenderfer & G. W. Ladd (Chairs) *Research on Bully/Victim Problems: Agendas from several cultures*. Symposium at the Society for Research in Child Development, Washington D.C.
- Ladd, G. W. & Birch, S. H. (1997, April). Children's social and scholastic lives in kindergarten: Related spheres of influence? In B. Wasik (Chair) *Influences on and linkages between children's social and academic performance: A developmental perspective*. Symposium at the Society for Research in Child Development, Washington D.C.
- Ladd, G. W. & Buhs, E. & Seid, M. (1996, April). *Children's early school attitudes: Relation to school engagement and achievement in kindergarten*. Paper presented at the American Educational Research Association, New York, New York.
- Ladd, G. W. & Kochenderfer, B. (1996, April). *Classroom peer acceptance, friendship, and victimization: Distinct relational systems that contribute uniquely to children's school adjustment?* Paper presented at the American Educational Research Association, New York, New York.
- Birch, S. & Ladd, G. W. (1996, April). Continuity and change in the quality of teacher-child relationships: Links with children's early school adjustment. In S. Birch (Chair) *Children's relationships with teachers: Assessment, continuity, and linkages with school adjustment*. American Educational Research Association, New York, New York.
- Burgess, K., Ladd, G. W. & Kochenderfer, B. (1996, August). Loneliness and peer relations of young aggressive, withdrawn, and aggressive/ withdrawn children. In L. Gossens & S. Hymel (Chairs) *Loneliness: The childhood/ lifespan connection*. International Society for the Study of Behavioral Development, Quebec City, Quebec, Canada.
- Birch, S. & Ladd, G. W. (1995, March). Interpersonal features of the school environment and children's early school adjustment. In J. Juvonen (Chair) *Social Motivation: Understanding children's school adjustment*. Society for Research in Child Development, Indianapolis, IN.
- Proffitt, S. M. & Ladd, G. W. (1996, April). *Maternal consulting about children's peer relations: Is it related to children's social competence?* American Educational Research Association, New York, New York.

- Profilet, S. & Ladd, G. W. (1995, March). *The Child Behavior Scale: Development of a reliable measure of children's behavior with peers*. Society for Research in Child Development, Indianapolis, IN.
- Seid, M. & Clark, K. (1995, March). *Familial factors in kindergartners' social adjustment*. Society for Research in Child Development, Indianapolis, IN.
- Birch, S. & Ladd, G. W. (1994, April). *The relative contributions of peer and teacher relationships to children's early school adjustment*. Conference on Human Development, Pittsburgh PA.
- Coleman, C. & Ladd, G. W. (1993, April). How children who dislike school feel about their classroom peer relationships. In G. Ladd, (Chair), *Recent Advances in Loneliness Research with Children*, American Educational Research Association, Atlanta, Georgia.
- Profilet, S. & Ladd, G. W. (1993, March). *Preschoolers' peer relations: Mothers' perceptions, concerns, and management behaviors*. Society for Research in Child Development, New Orleans, LA.
- Melson, G., Ladd, G. W., & Hsu, H. C. (1993, March). *Maternal support networks, maternal cognitions, and young children's social and cognitive development*. Paper presented at the Society for Research in Child Development, New Orleans, LA.
- LeSieur, K., Profilet, S. & Ladd, G. W. (1992, April). *Arranging preschoolers' peer contacts: A look at parent/child contributions and gender*. American Educational Research Association, San Francisco, CA.
- Profilet, S. & Ladd, G. W. (1992, April). *Mothers' perceptions and concerns about their preschool children's progress in peer relations*. American Educational Research Association, San Francisco, CA.
- Ladd, G. W. (1991, April). Discussant for symposium, *Families and friends: Longitudinal studies of family and caregiver antecedents of preschool peer relations*. Society for Research in Child Development, Seattle, WA.
- Hart, C. H., Ladd, G. W., DeWolfe, M. & Profilet, S. (1991, April). *Correlates of Parental Involvement in Preschoolers' Peer Relations*. Paper presented at the Society for Research in Child Development, Seattle, WA.
- Ladd, G. W. & Hart, C. H. (1991, July). Parents' management of children's peer relationships: Patterns associated with social competence. In M. A. G. van Aken and K. Rubin (Chairs), *Parenting behaviors and children's social competence: A developmental perspective*. Symposium at the International Society for the Study of Behavioral Development, Minneapolis, MN.
- Melson, G. F., Ladd, G. W. & McVey, A. (1990, April). *Parents as facilitators of their children's cognitive and social development: Perceptions of task difficulty and attribution*. Paper presented at the American Educational Research Association, Boston, MA.
- Ladd, G. W. (1990, April). Discussant for the symposium *Sources of Support and Well-Being in Childhood and Adolescence*. American Educational Research Association, Boston, MA.

- Ladd, G. W. (1989, April). Children's friendships in the classroom: Precursors of early school adaptation? In D. Entwisle (Chair), *Social structure and school transitions*. Society for Research in Child Development, Kansas City, KS.
- Ladd, G. W. (1989, April). Discussant for the symposium *Properties, processes, and effects of friendship relations during childhood and early adolescence*. Society for Research in Child Development, Kansas City, KS.
- Ladd, G. W. (1989, March). Children's classroom friendships and early school adaptation. In S. W. Gabriel (Chair), *Origins and consequences of peer rejection in school*. American Educational Research Association, San Francisco, CA.
- Ladd, G. W. (1989, March). Chair for the symposium *Peer relationships and school adjustment*. American Educational Research Association, San Francisco, CA.
- Crick, N. R. & Ladd, G. W. (1988, March). *Rejected and neglected children's perceptions of their peer experiences: Loneliness, social anxiety, and social avoidance*. Paper presented at the Southeastern Conference on Human Development, Charleston, South Carolina.
- Ladd, G. W. & Price, J. M. (1987, April). Predicting children's social and school adjustment following the transition from preschool to kindergarten. In G. W. Ladd (Chair), *Entering and leaving elementary school: Consequences for social adjustment and academic achievement*. Society for Research in Child Development, Baltimore, MD.
- Crick, N. R. & Ladd, G. W. (1987, April). Children's perceptions of the consequences of aggressive behavior: Do the ends justify being mean? In J. D. Coie (Chair), *Types of aggression and peer status: The social functions and consequences of children's aggression*. Society for Research in Child Development, Baltimore, MD.
- Crick, N. R. & Ladd, G. W. (1987, April). Nominator attrition: Does it affect the accuracy of children's sociometric classifications? In G. W. Ladd (Chair), *Issues in the identification and treatment of socially rejected children*. American Educational Research Association, Washington, D. C.
- Ladd, G. W. & Price, J. M. (1986, April). Preschooler's behavioral orientations and play patterns: Relationship to peer status in the classroom. In S. R. Asher (Chair), *Peer rejection in childhood: Origins and long-term outcomes*. American Educational Research Association, San Francisco.
- Ladd, G. W. (1985, August). Preschoolers playground behaviors and peer social networks. In A. B. Brownell (Chair), *Social support: Research and intervention designed to make a difference*. American Psychological Association, Los Angeles.
- Ladd, G. W. & Mars, K. T. (1985, April). Reliability and validity of preschoolers' perceptions of peer behavior. In B. R. Burleson (Chair), *Social skills and peer relationships in childhood*. Society for Research in Child Development, Toronto, Canada.
- Ladd, G. W., Price, J. M. & Hart, C. H. (1985, April). *Preschoolers' peer networks and behavioral orientations: Relationship to social and school adjustment*. Paper presented at the Society for Research in Child Development, Toronto, Canada.

- Rotenberg, K. A. Ladd, G. W. & Tidwell, T. A. (1984, April). *The role of play value and trust in the friendship of fourth grade children*. Paper presented at the Southeastern Conference on Human Development, Athens, Georgia.
- Ladd, G. W. & Price, J. M. (1984, April). *Parent's self-efficacy for promoting academic and social skills and children's perceived and actual competence: Are they related?* Paper presented at the Southeastern Conference on Human Development, Athens, Georgia.
- Mize, J. & Ladd, G. W. (1984, April). Preschool children's goal and strategy knowledge: A comparison of picture-story and enactive assessment. In G. W. Ladd (Chair), *From preschool to high school: Are children's interpersonal goals and strategies predictive of their interpersonal competence?* American Educational Research Association, New Orleans.
- Ladd, G. W. & Mize, J. (1983, April). Social skill training with children: A process model. In K. L. Bierman (Chair), *How do social skills promote social adjustment? Investigations exploring the process of change induced by skill-based socialization interventions*. Society for Research in Child Development, Detroit, MI.
- Ladd, G. W. (1983, April). *Social networks of popular, average, and rejected children in school settings*. Paper presented at the Society for Research in Child Development, Detroit.
- Ladd, G. W. (1982, April). Social integration of deaf adolescents in secondary-level mainstreamed programs. In G. W. Ladd (Chair), *Racial integration and mainstreaming: Methodological and substantive issues*. American Educational Research Association, New York.
- Ladd, G. W., Lange, G. & Stremmel, A. (1981, April). *Personal and situational correlates of children's helping decisions and persistence*. Paper presented at the Society for Research in Child Development, Boston.
- Wheeler, V. A. & Ladd, G. W. (1981, April). *Children's self-efficacy for social interactions with peers*. Paper presented at the Society for Research in Child Development, Boston.
- Ladd, G. W. (1980, May). *A social learning classification of social skill training methodology*. Invited address, International Association for Behavior Analysis, Dearborn, MI.
- Wheeler, V. A. & Ladd, G. W. (1980, April). *Children's self-perceptions of social competence: A self-efficacy measure*. Paper presented at the American Educational Research Association, Boston, MA.
- Ladd, G. W. (1979, April). *A social learning method for training verbal social skills with low-accepted children*. Paper presented at the American Educational Research Association, San Francisco.
- Ladd, G. W. (1979, March). *Social skills and peer acceptance: Effects of a social learning method for training verbal social skills*. Paper presented at the Society for Research in Child Development, San Francisco.
- Ladd, G. W. (1979, April). *Social acceptance and peer influence in the acquisition and expression of social learning*. Paper presented at the American Education Research Association, San Francisco.

Ladd, G. W. & Oden, S. L. (1977, March). *The relationship between children's ideas about helpfulness and peer acceptance*. Paper presented at the Society for Research in Child Development, New Orleans.

Book, Journal, and Conference Reviewing

Manuscript Reviewer for:

Psychological Bulletin
Child Development
Developmental Psychology
Journal of Consulting and Clinical Psychology
Journal of Personality and Social Psychology
Development and Psychopathology
Merrill-Palmer Quarterly
Journal of Abnormal Psychology
Journal of Marriage and the Family
Journal of Abnormal Child Psychology
Journal of Experimental Child Psychology
American Educational Research Journal
British Journal of Developmental Psychology
Journal of Behavior Therapy and Experimental Psychiatry
Journal of Child Psychology and Psychiatry
Journal of Research in Childhood Education
European Journal of Psychology of Education
Little Brown Publishers
John Wiley & Sons
Allyn and Bacon Publishers
Brunner/Mazel Publishers
Prentice-Hall Publishers
Worth Publishers

Conference Program Reviewer

Society for Research in Child Development: Conference Program Reviewer: 1985, 1987, 1989, 1991, 1993, 1995, 1997, 1999, 2001, 2003, 2005, 2007, 2009, 2011.

American Educational Research Association, Reviewer for Divisions C and E: 1987, 1988, 1989, 1991, 1992, 1994, 1995, 1996, 1997, 1998, 1999, 2000, 2001, 2002, 2004, 2006, 2008, 2010.

American Psychological Association:

Society for the Psychological Study of Social Issues (SPSSI), Conference Program, 1986.
Reviewer for Division 37, Conference Program, 1982.

Grant, Research, and Program Reviewing

Ad Hoc Reviewer, National Institutes of Health, Center for Scientific Review, Panel: Psychosocial Development, Risk and Prevention, 2005, 2006

Member, National Institutes of Health, Center for Scientific Review, Panel: Psychosocial Development, Risk and Prevention, 2002-2004

Member, National Institutes of Health, Center for Scientific Review, Panel ZRG1 RPHB-1 (01) Risk, Prevention Health Behavior, 1999-2002

Consultant, NICHD grant “Can bullies be popular? Developmental insights”, Dr. Philip Rodkin, PI, University of Illinois, 2004-2007

Consultant, NICHD planning grant for school readiness interventions, Dr. Richard Odom PI, Indiana University, 2002-2003

National Institute of Mental Health, Child and Adolescent Prevention Research Review Committee (CAPR), Washington, D.C.: Feb. 11-13, 1986; June 4-6, 1987; May 27-28, 1993, March 26-27, 1998

National Science Foundation, Proposal Reviewer, 1984-1995

External Reviewer for Foreign Student Dissertation (Ph.D.) Research: McQuarie University (Australia), 2001; Concordia University (Canada), 1997; University of Waterloo (Canada), 1990; University of Ottawa (Canada), 1990; Murdoch University (Australia), 1990; University of Western Australia (Australia), 1990;

United States Department of Agriculture, CSRS Site Reviewer, Spring, 1985

National Institute of Mental Health, Ad Hoc Review Committee Member, Washington, D.C.: 1985

Social Sciences and Humanities Research Council of Canada, Proposal Reviewer

Graduate and Postdoctoral Mentorship

Student Honors and Awards

Lisa Dinella, Postdoctoral Research Training Fellowship, American Psychological Association and Institute of Educational Sciences, 2004-2006.

Heidi Gazelle, Dissertation Award, American Psychological Association, Division 7, 2003. Awarded for Gazelle, H., & Ladd, G. W. (2003). Anxious solitude and peer exclusion: A diathesis-stress model of internalizing trajectories in childhood. *Child Development, 74*, 257-278.

Heidi Gazelle, Postdoctoral Fellow (NRSA funded by NICHD), Center for Developmental Science, U.N.C. Chapel-Hill and Duke University, 2002-2004.

Sharon Lambert, Predoctoral Research Training Award, National Institute of Mental Health, 1996-1997.

Frances Hines, Predoctoral Research Training Award, National Science Foundation, 1989-1990.

Teaching Experience

Professor, School of Social and Family Dynamics, Department of Psychology. Courses taught on a regular basis:

Undergraduate

Child Development
Observational Methods

Graduate

Seminar on Children's Peer Relations
Special Topics in Social Development
Advanced Developmental Methodology

Visiting Professor, Department of Psychology, Arizona State University, 1996-1997.
Graduate Seminar on Children's Peer Relations.

Visiting Professor, Department of Family and Child Development, Auburn University, Fall 1988.
Advanced Developmental Lecture.

Visiting Associate Professor, Department of Psychology, Vanderbilt University, Fall 1987; Experimental Psychology for Undergraduate Seniors.

Visiting Associate Professor, University of North Carolina-Greensboro, Summer 1987. Graduate Seminar: Issues in Assessment and Intervention with Children and Families.

Instructor, University of Rochester, 1977-1979. Graduate seminar: Children's Peer Relations and Social Development.

Consulting and Related Employment

Member, Advisory Board, Project Early, Urbana Community Schools, 1989-1992.

School Counseling Consultant, West Lafayette Community School Corporation, 1987-1990.

School Psychologist, Child Development Laboratories, Purdue University, Preschool and Child Care Programs, 1979-1989.

Staff Psychologist, Alternatives Counseling Agency, West Lafayette, IN. Member, private practice and consulting firm, 1986-1989.

Consulting School Psychologist, Board of Cooperative Education Services, Spencerport, New York, 1978-1979. Program planning and evaluation for emotionally disturbed and behaviorally disordered children.

Consultant, Board of Cooperative Educational Services, Fairport, New York, 1976-1977. Conducted in-service workshops on child development.

Consultant, East Irondequoit Central Schools, Rochester, New York, 1976-1977. Conducted individual teacher consultations related to children's social and learning problems in the classroom.

School Psychologist, Board of Cooperative Educational Services, Fairport, New York, 1974-1976. Provided psychological services for children and adolescents in public and special education settings.

Assistant Director, State funded preschool assessment program, Learning Diagnostic Center, Belmont, New York, Summers 1973, 1974. Planning, implementing, and evaluating a preschool assessment program.

References

Furnished upon request

ROY LEVY

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PROFESSIONAL INFORMATION

Education

<i>Doctor of Philosophy</i> May, 2006	Measurement, Statistics & Evaluation Department of Measurement, Statistics & Evaluation College of Education, University of Maryland
<i>Master of Arts</i> May, 2002	Measurement, Statistics & Evaluation Department of Measurement, Statistics & Evaluation College of Education, University of Maryland
<i>Bachelor of Arts</i> May, 2001	Philosophy <i>Honors, Summa cum Laude, Phi Beta Kappa</i> Department of Philosophy College of Arts & Humanities, University of Maryland

Positions Held

<i>Associate Professor</i> 2012-present	T. Denny Sanford School of Social and Family Dynamics College of Liberal Arts and Sciences, Arizona State University
<i>Assistant Professor</i> 2010-2012	School of Social and Family Dynamics College of Liberal Arts and Sciences, Arizona State University
<i>Assistant Professor</i> 2009-2010	Division of Advanced Studies in Learning, Technology and Psychology in Education Mary Lou Fulton Institute and Graduate School of Education, Arizona State University
<i>Assistant Professor</i> 2006-2009	Division of Psychology in Education Mary Lou Fulton College of Education, Arizona State University
<i>Harold Gulliksen Psychometric Research Fellow</i> 2005-2006	Educational Testing Service
<i>Research Assistant</i> 2001-2006	Department of Measurement, Statistics & Evaluation College of Education, University of Maryland

	<i>Course Instructor</i> 2003-2004	Department of Measurement, Statistics & Evaluation College of Education, University of Maryland
Affiliations	<i>Research Scientist</i> 2011-present	Learning Sciences Institute Arizona State University
	<i>Member</i> 2010-present	Educational Psychology Graduate Faculty Arizona State University
	<i>Member</i> 2008-present	Department of Speech and Hearing Science Graduate Faculty Arizona State University

INSTRUCTIONAL & ADVISING ACTIVITY

Course Instruction at Arizona State University 2006-present (all graduate-level courses)

Introduction to Data Analysis
Multiple Regression and Correlation Methods
Structural Equation Modeling in Educational Research
Introduction to Item Response Theory
Advanced Topics in Item Response Theory
Bayesian Analyses in the Social Sciences
Advanced Bayesian Statistical Analyses

Invited Instruction on Additional Topics at Arizona State University (all graduate-level)

Achievement Testing and Evidentiary Reasoning in Assessment

Course Instruction at University of Maryland 2003-2004 (undergraduate courses)

Introduction to Educational Statistics

Advising and Mentoring Activities

Completed Dissertations Chaired

Arcuria, P. (2014). Developing a process for utilizing Bayesian networks to predict stopping out among community college students.

Aaron V. Crawford. (2014). Posterior predictive model checking in Bayesian networks.

Lietta Scott. (2014). Analytic selection of a valid subtest for DIF analysis when DIF has multiple potential causes among multiple groups.

Dubravka Svetina. (2011). Assessing dimensionality in complex data structures: A performance comparison of DETECT and NOHARM methods. (co-chair with Dr. Joanna Gorin.)

Completed Theses Chaired

Katie Kunze. (2013). The accuracy of accuracy estimates for single form dichotomous classification exams. (co-chair with Dr. Joanna Gorin.)

Janet Krause. (2012). Assessment of item parameter drift of known items in a university placement exam.

Derek Fay. (2011). Sample size and test length minima for DIMTEST with conditional covariance-based subtest selection.

Lisa Mitchell. (2009). Examining the structural properties and competing models for the institutional integration scale.

SCHOLARLY ACTIVITY

In Refereed Journals (ψ indicates co-author was an ASU student during part or all of the work)

Green, S. B., Lo, W.-J., Thompson, M. S., & **Levy, R.** (in press). Type I and II error rates and overall accuracy of the revised parallel analysis method for determining the number of factors. *Educational and Psychological Measurement*.

Gratz, K. L., Bardeen, J. R., **Levy, R.**, Dixon-Gordon, K. L., & Tull, M. T. (in press). Mechanisms of change in an emotion regulation group therapy for deliberate self-harm among women with borderline personality disorder. *Behaviour Research and Therapy*.

ψ Svetina, D., & **Levy, R.** (2014). A framework for dimensionality assessment for multidimensional item response models. *Educational Assessment*, 19, 35-57.

Gratz, K. L., Tull, M. T., & **Levy, R.** (2014). Randomized controlled trial and uncontrolled 9-month follow-up of an adjunctive emotion regulation group therapy for deliberate self-harm among women with borderline personality disorder. *Psychological Medicine*, 44, 2099-2112.

Levy, R. (2013). Psychometric and evidentiary advances, opportunities, and challenges for simulation-based assessment. *Educational Assessment*, 18, 182-207.

ψ Svetina, D., ψ Crawford, A. V., **Levy, R.**, Green, S. B., ψ Scott, L., Thompson, M. S., Gorin, J. S., ψ Fay,

- D., & ^ψKunze, K. L. (2013). Designing small-scale tests: A simulation study of parameter recovery with the 1-PL. *Psychological Test and Assessment Modeling*, *55*, 335-360.
- Mislevy, R. J., Behrens, J. T., DiCerbo, K. E., & **Levy, R.** (2012). Design and discovery in educational assessment: Evidence-centered design, psychometrics, and educational data mining. *Journal of Educational Data Mining*, *4*, 11-48.
- Rupp, A. A., **Levy, R.**, DiCerbo, K. E., Sweet, S., ^ψCrawford, A. V., Calico, T., Benson, M., ^ψFay, D., ^ψKunze, K. L., Mislevy, R. J., & Behrens, J. T. (2012). Putting ECD into practice: The interplay of theory and data in evidence models within a digital learning environment. *Journal of Educational Data Mining*, *4*, 49-110.
- Green, S. B., **Levy, R.**, Thompson, M. S., ^ψLu, M., & Lo, W. J. (2012). A proposed solution to the problem with using completely random data to assess the number of factors with parallel analysis. *Educational and Psychological Measurement*, *72*, 357-374.
- ^ψSvetina, D., & **Levy, R.** (2012). An overview of software for conducting dimensionality assessment in multidimensional models. *Applied Psychological Measurement*, *36*, 660-670.
- Gratz, K. L., **Levy, R.**, & Tull, M. T. (2012). Emotion regulation as a mechanism of change in an acceptance-based emotion regulation group therapy for deliberate self-harm among women with borderline personality pathology. *Journal of Cognitive Psychotherapy*, *26*, 365-380.
- Levy, R.** (2011). Bayesian data-model fit assessment for structural equation modeling. *Structural Equation Modeling: A Multidisciplinary Journal*, *18*, 663-685.
- Levy, R.**, & ^ψSvetina, D. (2011). A generalized dimensionality discrepancy measure for dimensionality assessment in multidimensional item response theory. *British Journal of Mathematical and Statistical Psychology*, *64*, 208-232.
- Levy, R.**, & Hancock, G. R. (2011). An extended model comparison framework for covariance and mean structure models, accommodating multiple groups and latent mixtures. *Sociological Methods and Research*, *40*, 256-278.
- Levy, R.** (2011). Posterior predictive model checking for conjunctive multidimensionality in item response theory. *Journal of Educational and Behavioral Statistics*, *36*, 672-694.
- Bornovalova, M. A., Tull, M. T., Gratz, K. L., **Levy, R.**, & Lejuez, C. W. (2011). Extending models of self-harm and suicide to inner-city substance users. *Psychological Trauma: Theory, Research, Practice, and Policy*, *3*, 349-359.
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Mislevy, R. J., Behrens, J. T., Bennett, R. E., DeMark, S. F., Frezzo, D. C., **Levy, R.**, Robinson, D. H., Rutstein, D. W., Shute, V. J., Stanley, K., & Winters, F. I. (2010). On the roles of external knowledge representations in assessment design. *Journal of Technology, Learning, and Assessment*, 8(2). Available from <http://www.jtla.org>.

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In Edited Volumes (ψ indicates co-author was an ASU student during part or all of the work)

Levy, R., & Choi, J. (2013). Bayesian structural equation modeling. In G.R. Hancock and R.O. Mueller (Eds.), *Structural equation modeling: A second course* (2nd ed., pp. 563-623). Charlotte, NC: Information Age Publishing.

Behrens, J. T., DiCerbo, K. E., ψ Yel, N., & **Levy, R.** (2013). Exploratory data analysis. In I.B. Weiner, J.A. Schinka, & W.F. Velicer (Eds.), *Handbook of psychology, volume 2: Research methods in psychology* (2nd ed., pp. 33-64). Hoboken, NJ: John Wiley & Sons, Inc.

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Technical Reports (ψ indicates co-author was an ASU student during part or all of the work)

Levy, R. (2014). *Dynamic Bayesian network modeling of game based diagnostic assessments*. (CRESST Report 837). Los Angeles, CA: University of California, National Center for Research on Evaluation, Standards, Student Testing (CRESST). Available online at <http://www.cse.ucla.edu/products/reports/R837.pdf>.

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Refereed Presentations (ψ indicates co-author was an ASU student during part or all of the work)

- ψ Liu, Y., **Levy, R.**, & West, S. G. (2014). Probing interactions in multiple regression: Frequentist versus Bayesian approaches. Poster presented at the 2014 Joint Statistical Meetings, Boston, MA, August, 2014.
- West, S. G., ψ Liu, Y., & **Levy, R.** (2014). Testing simple slopes following significant interactions: The Aiken and West (1991) procedure and a Bayesian alternative. Presented at the VI European Congress of Methodology, Utrecht, The Netherlands, July, 2014.
- Green, S. B., Lai, K., **Levy, R.**, ψ Xu, Y., ψ Yel, N., Thompson, M. S., Eggum-Wilkens, N., ψ Kunze, K., Iida, M., & ψ Reichenberg, R. (2014). Assessing model similarity in structural equation modeling. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA, April, 2014.
- ψ Fay, D., **Levy, R.**, Frezzo, D., Willis, T., Mehta, V., Angus, D., Benson, M., & Reid, A. (2014). Investigating psychometric isomorphism for traditional and performance-based assessment. Paper presented at the annual meeting of the National Council on Measurement in Education, Philadelphia, PA, April 2014.
- ψ Xu, Y., DiCerbo, K. E., & **Levy, R.** (2014). Modeling log data from an online game using exploratory approaches. Paper presented at the annual meeting of the National Council on Measurement in Education, Philadelphia, PA, April 2014.
- Green, S. B., Thompson, M. S., **Levy, R.**, & ψ Redell, N. (2013). Accuracy of revised and traditional parallel analyses for assessing dimensionality with binary data. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA, May, 2013.
- ψ Yel, N., ψ Xu, Y., & **Levy, R.** (2013). Dimensionality assessment for multidimensional item response models accommodating polytomous and missing data. Paper presented at the annual meeting of the National Council on Measurement in Education, San Francisco, CA, April, 2013.
- ψ Kunze, K. L., ψ Fay, D. M., ψ Crawford, A. V., Stockford, S. M., Chapple, K., **Levy, R.**, & Kovacs, M. S. (2013). How to say N/A: Illuminating survey responses using missing data patterns and latent class modeling. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA, April, 2013.

Note: For this work, the first author was awarded the 2013 graduate student award by the Survey Research in Education Special Interest Group

- ^ψFay, D. M., ^ψCrawford, A. V., ^ψKunze, K. L., **Levy, R.**, Stockford, S. M., Chapple, K., & Kovacs, M. S. (2013). Leveraging factor analysis and item response theory approaches to analyzing a large-scale student satisfaction survey. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA, April, 2013.
- ^ψSvetina, D., & **Levy, R.** (2012). Dimensionality in compensatory MIRT when complex structure exists: Evaluation of DETECT and NOHARM. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, Canada, April, 2012.
- Green, S. B., Lo, W. J., Thompson, M. S., & **Levy, R.** (2012). A stepwise hypothesis-testing approach to assess the number of underlying factors: Revised parallel analysis as an alternative to maximum likelihood testing. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, Canada, April, 2012.
- ^ψFay, D., ^ψKunze, K. L., ^ψCrawford, A. V., & **Levy, R.** (2012). Analysis of PTSBA product data using exploratory dimensionality assessment techniques. Paper presented at the annual meeting of the National Council on Measurement in Education, Vancouver, Canada, April, 2012.
- Sweet, S. J., ^ψCrawford, A. V., ^ψFay, D., ^ψKunze, K. L., & **Levy, R.** (2012). Confirmatory modeling and data-model fit techniques for assessments embedded in digital learning environments. Paper presented at the annual meeting of the National Council on Measurement in Education, Vancouver, Canada, April, 2012.
- Gratz, K. L., **Levy, R.**, & Tull, M. T. (2011). Innovative investigations of emotion regulation as a mechanism of change in treatments for BPD and related pathology. Paper presented at the annual convention of the Association for Behavioral and Cognitive Therapies, Toronto, Canada, November, 2011.
- Levy, R.**, ^ψCrawford, A. V., ^ψFay, D., & ^ψPoole, K. L. (2011). Data-model fit assessment for Bayesian networks for simulation-based assessments. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA, April, 2011.
- Green, S. B., **Levy, R.**, Thompson, M. S., ^ψLu, M., Lo, W. J., ^ψSvetina, D., ^ψCrawford, A. V., & ^ψScott, L. (2011). Use of completely random data to assess the number of factors with parallel analysis: An empirical evaluation of a conceptual flaw and its correction. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA, April, 2011.
- Levy, R.**, & ^ψSvetina, D. (2010). A framework for dimensionality assessment for multidimensional item response models. Paper presented at the annual meeting of the National Council on Measurement in Education, Denver, CO, May, 2010.
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Shute, V., **Levy, R.**, Baker, R., Zapata, D., & Beck, J. (2009). Assessment and learning in intelligent educational systems: A peek into the future. Paper presented at the 14th International Conference on Artificial Intelligence in Education, Brighton, England, July, 2009.

West, P., Rutstein, D. W., Mislevy, R. J., Liu, J., **Levy, R.**, DiCerbo, K. E., [¶]Crawford, A. V., Choi, Y., Behrens, J. T. (2009). A Bayes net approach to modeling learning progressions and task performances. Paper presented at the Learning Progressions in Science Conference, Iowa City, IA, June, 2009.

Note: Authorship listed in reverse alphabetical order.

Levy, R., & [¶]Sevtina, D. (2009). A new statistic and posterior predictive model checking procedure for assessing dimensionality in multidimensional item response theory. Paper presented at the annual meeting of the National Council on Measurement in Education, San Diego, CA, April, 2009.

Levy, R., & [¶]Crawford, A. V. (2009). Bayesian network modeling for student- and domain-level inferences. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA, April, 2009.

[¶]Crawford, A. V., Green, S. B., **Levy, R.**, [¶]Lo, W. J., [¶]Scott, L., [¶]Svetina, D., & Thompson, M. S. (2009). Evaluation of parallel analysis methods for determining the number of factors. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA, April, 2009.

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Levy, R., & Hancock, G. R. (2008). A generalized model comparison framework for covariance and mean structure models, accommodating multiple groups and latent mixtures. Paper presented at the annual meeting of the American Educational Research Association, New York, NY, March, 2008.

Levy, R., Mislevy, R. J., & Sinharay, S. (2007). Posterior predictive model checking for conjunctive multidimensionality in item response theory. Paper presented at the annual meeting of the National Council on Measurement in Education, Chicago, IL, April, 2007.

Bornovalova, M. A., **Levy, R.**, Daughters, S. B., Gratz, K. L., & Lejuez, C. W. (2006). Understanding symptom clusters of BPD in and their clinical correlates in a sample of inner-city drug users. Presented at the 40th annual convention of the Association for Behavioral and Cognitive Therapies, Chicago, IL, November, 2006.

Bornovalova, M. A., **Levy, R.**, Lejuez, C.W., & Daughters, S. B. (2006). Using latent class analysis in the diagnosis of BPD; initial results and clinical correlates. Presented at the 20th annual meeting for

Society for Research in Psychopathology, San Diego, CA, October, 2006.

- Levy, R., & Hancock, G. R.** (2006). A generalized model comparison framework in structural equation modeling. Paper presented at the annual meeting of the Psychometric Society, Montréal, Canada, June, 2006.
- Levy, R., Mislevy, R. J., & Sinharay, S.** (2006). Posterior predictive model checking for multidimensionality in item response theory. Paper presented at the annual meeting of the National Council on Measurement in Education, San Francisco, CA, April, 2006.
- Levy, R., & Hancock, G. R.** (2006). Alternative approaches to validity in a modeling framework. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA, April, 2006.
- Choi, J., Levy, R., & Hancock G. R.** (2006). Markov chain Monte Carlo estimation method with covariance data for structural equation modeling. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA, April, 2006.
- Kroopnick, M., & Levy, R.** (2006). Comparing fully Bayesian and marginal maximum likelihood estimation of multidimensional item response models for polytomous items. Paper presented at the annual meeting of the National Council on Measurement in Education, San Francisco, CA, April, 2006.
- Levy, R.** (2005). Posterior predictive model checking for cognitively-based psychometric models. Paper presented at the annual meeting of the Psychometric Society, Tilburg, The Netherlands, July, 2005.
- Levy, R., & Hancock, G. R.** (2005). A framework of statistical tests for comparing mean and covariance structure models. Paper presented at the annual meeting of the American Educational Research Association, Montréal, Canada, April, 2005.
- Mislevy, R. J., & Levy, R.** (2005). On the roles of knowledge representations in assessment. Paper presented at the annual meeting of the American Educational Research Association, Montréal, Canada, April, 2005.
- Frezzo, D. C., Levy, R., & Kroopnick, M.** (2005). Knowledge representations in curricular and psychometric design. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada, April, 2005.
- Levy, R., & Hancock, G. R.** (2004). A framework of statistical tests for comparing covariance structure models. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA, April, 2004.
- Levy, R., & Hancock, G. R.** (2003). A statistical test for nonnested covariance models. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL, April, 2003.

Levy, R., & Mislevy, R. J. (2003). Specifying and refining a complex measurement model. Paper presented at the annual meeting of the National Council on Measurement in Education, Chicago, IL, April, 2003.

Invited Presentations

Levy, R. (2014). Dynamic Bayesian network modeling of game based diagnostic assessment. Presented at the 2014 CRESST Conference: Warp Speed, Mr. Sulu: Integrating Games, Technology, and Assessment to Accelerate Learning in the 21st Century, Redondo Beach, CA, April, 2014.

Levy, R. (2014). Bayesian procedures for evaluating dimensionality assumptions in multidimensional psychometric models. Presented at the annual meeting of the National Council on Measurement in Education, Philadelphia, PA, April 2014.

Levy, R. (2013). An introduction to Bayesian statistical modeling, or: A short list of reasons I am a Bayesian and you might be too. Presented at the Dunsbaugh-Dalton Community & Educational Well-Being Research Center, University of Miami, Coral Gables, November, 2013.

Levy, R. (2013). An introduction to Bayesian statistical modeling, or: A short list of reasons I am a Bayesian and you might be too. Presented at the Institute of Education Sciences, Washington, D.C., June, 2013.

Levy, R. (2013). Psychometric and evidentiary advances, opportunities, and challenges for simulation-based assessment. Presented at the Learning Sciences Institute, Arizona State University, Tempe, AZ, February, 2013.

Levy, R. (2012). Psychometric advances, opportunities, and challenges for simulation-based assessment. Paper presented at Center for K-12 Assessment & Performance Management at ETS Invitational Research Symposium on Technology Enhanced Assessments, National Harbor, MD, May, 2012.

Levy, R. (2012). Generalized dimensionality assessment for multidimensional psychometric models. Presented at ETS, Princeton, NJ, January 2012.

Levy, R. (2011). Rules for communicating technical material and working with lay audiences. Presented at the annual meeting of the National Council on Measurement in Education, New Orleans, LA, April, 2011.

Levy, R. (2011). An introduction to Bayesian statistical modeling, or, a short list of reasons I am a Bayesian and you might be too. Presented at Center for Population Dynamics, Arizona State University, Tempe, AZ, February, 2011.

Levy, R. (2011). Challenges to evidentiary reasoning and measurement modeling in game- and simulation-based assessment systems. Presented at Center for Advanced Technology in Schools

(CATS) Workshop for Research on Games and Learning, the National Center for Research on Evaluation, Standards, & Student Testing (CRESST), University of California, Los Angeles, CA, January, 2011.

Levy, R. (2010). Providing diagnostic feedback using Bayesian networks in the Cisco Networking Academy. Presented at the annual meeting of the American Educational Research Association, Denver, CO, May 2010.

Levy, R. (2010). Psychometrics of simulations and games. Presented at the National Center for Research on Evaluation, Standards, & Student Testing (CRESST), University of California, Los Angeles, CA, February, 2010.

Levy, R. (2009). Posterior predictive model checking for diagnostic classification models. Presented at the Statistical and Applied Mathematical Summer Institute, Research Triangle Park, NC, July 2009.

Levy, R. (2009). Markov chain Monte Carlo (MCMC) estimation for diagnostic classification models. Presented at the Statistical and Applied Mathematical Summer Institute, Research Triangle Park, NC, July 2009.

Levy, R. (2007). A model comparison framework for structural equation modeling. Presented at the Department of Management, Arizona State University, Tempe, AZ, March 2007.

Levy, R. (2006). Introduction to evidence-centered design with an emphasis on evidence. Presented at the Applied Learning Technologies Institute, Arizona State University, Tempe, AZ, October 2006.

Mislevy, R. J., **Levy, R.**, Kroopnick, M., & Wise, D. (2006). Evidentiary foundations of mixture item response theory models. Paper presented at the 2006 Center for Integrated Latent Variable Research conference, College Park, MD, May 2006.

Levy, R. (2005). Posterior predictive model checking for within-item multidimensionality. Presented at the Department of Mathematics and Statistics, Wright State University, Dayton, OH, November 2005.

Levy, R. (2005). Introduction to item response theory. Presented at the Basic Process in Addictive Behaviors Laboratory, University of Maryland, College Park, MD, September 2005.

Levy, R. (2005). Introduction to structural equation modeling. Presented at the Basic Process in Addictive Behaviors Laboratory, University of Maryland, College Park, MD, September 2005.

Levy, R. (2005). Introduction to factor analysis. Presented at the Basic Process in Addictive Behaviors Laboratory, University of Maryland, College Park, MD, September 2005.

Levy, R. (2003). Bayesian inference networks. Presented at Educational Testing Service, Princeton, NJ, January 2003.

Levy, R. (2003). Markov chain Monte Carlo methods. Presented at Educational Testing Service, Princeton, NJ, January 2003.

Levy, R. (2003). WinBUGS software training. Presented at Educational Testing Service, Princeton, NJ, January 2003.

Levy, R. (2002). Markov chain Monte Carlo estimation for assessment: Procedures and practices. Presented at Educational Testing Service, Princeton, NJ, June 2002.

RESEARCH PROJECTS

Principal Investigator

Data Analytic and Psychometric Methods for Innovative Educational Systems Pearson
2012-present

Hierarchical and Bayesian Analyses for Large Scale Complex Data Cisco
2009-present

Psychometrics for Gaming and Simulation-Based Assessment National Center for Research on
Evaluation, Standards, Student Testing
2011-2013

Generalized Dimensionality Assessment for Multidimensional Psychometric Models Institute of Education Sciences
2010-2012

Complex Models for Innovative Educational Assessment Cisco Learning Institute
2008-2009

Posterior Predictive Model Checking for Multidimensional Item Response Theory Arizona State University
2007-2008

Co-Principal Investigator

Developing Guidelines for Optimizing Levels of Students' Overt Engagement Activities Institute of Education Sciences
2011-present
PI: Dr. Michelene Chi, Arizona State University

Posterior Predictive Model Checking for Within-Item Multidimensionality in IRT Educational Testing Service
2005-2006
PI: Dr. Robert J. Mislevy, University of Maryland

Co-Investigator

National Research and Development Center on Assessment and Accountability for Special Education

Co-PIs: Gerald Tindal (Project Director), University of Oregon,
Ann Schulte, North Carolina State University,
Stephen N. Elliott, Arizona State University,
Joseph Stevens, University of Oregon

Institute of Education Sciences
2011-present

Key Personnel & Consulting

Validating the Use of Growth measures from Statewide Standards-based Summative Assessments for Students with Disabilities

PI: Heather Buzick, ETS

Institute of Education Sciences
2012-Present

Developing an Emotion Regulation Group Therapy for Self-Harm Among Women with BPD

PI: Kim Gratz, University of Mississippi Medical Center

National Institutes of Health
2008-Present

Multilevel Assessments of Science Standards

PI: Edys Quellmalz, WestED

Institute of Education Sciences
2008-2011

Calipers II

PI: Edys Quellmalz, WestED

National Science Foundation
2007-2011

VentureMap

PI: Douglas Weihnacht, MW Productions, Inc.

US Department of Education
2006

Research Group Affiliations (in addition to those above, not being supported)

Promoting Knowledgeable and Confident Teachers of Youth with Epilepsy

PI: David Wodrich, Arizona State University

Epilepsy Foundation of America
2009-2012

21st Century Assessment

PI: James Gee, Arizona State University

John D. & Catherine T.
MacArthur Foundation
2008-2010

Global Resources for Online Education

PI: Beverly P. Woolf, University of Massachusetts

2009

Cognitive Diagnosis Models Working Group

Statistical and Applied Mathematical Summer Institute

PI: Jimmy de la Torre, Rutgers University

2009

SERVICE

Professional Service

Associate Editor, <i>Journal of Educational Measurement</i>	2014-present
Editorial Board, <i>Educational Measurement: Issues and Practice</i>	2013-present
Editorial Board, <i>Educational Assessment</i>	2011-present
Editorial Board, <i>Journal of Applied School Psychology</i>	2009-2013
Editorial Board, <i>Journal of School Psychology</i>	2009-2011
Member, National Council on Measurement in Education Bradley Hanson Award for Contributions to Educational Measurement Awards Committee	2009-2012
Member, American Educational Research Association Division D Quantitative Dissertation Award Committee	2009-2012
Chair, American Educational Research Association Structural Equation Modeling Special Interest Group	2008-2009
Co-Chair, American Educational Research Association Structural Equation Modeling Special Interest Group	2007-2008
Ad hoc Reviewer (Journals, Funding Agencies, Professional Organizations, Publishers)	2003-present
<i>American Educational Research Association</i>	
<i>Applied Psychological Measurement</i>	
<i>Cognition and Assessment Special Interest Group</i>	
<i>Educational and Psychological Measurement</i>	
<i>Educational Assessment</i>	
<i>Educational Measurement: Issues and Practice</i>	
<i>Educational Researcher</i>	
<i>Educational Statisticians Special Interest Group</i>	
<i>Elsevier</i>	
<i>Frontiers in Quantitative Psychology and Measurement</i>	
<i>IERI Monograph Series</i>	
<i>International Journal for Quantitative Research in Education</i>	
<i>Journal of Applied School Psychology</i>	
<i>Journal of Educational and Behavioral Statistics</i> (Outstanding Reviewer, 2010)	
<i>Journal of Educational Data Mining</i>	
<i>Journal of Educational Measurement</i>	
<i>Journal of School Psychology</i>	
<i>Measurement: Interdisciplinary Research and Perspectives</i>	

Multivariate Behavioral Research
National Council on Measurement in Education
 National Science Foundation
Psychological Methods
Psychometrika
Structural Equation Modeling: A Multidisciplinary Journal
Structural Equation Modeling Special Interest Group

Editorial Assistant for Hancock, G. R., & Mueller, R. O. (Eds.) (2006). *Structural equation modeling: A second course*. Greenwich, CT: Information Age Publishing. 2003-2005

Institutional Service at Arizona State University

Member, Family and Human Development Graduate Committee 2011-2013
 T. Denny Sanford School of Social and Family Dynamics

Member, Educational Measurement & Assessment Search Committee 2012
 Learning Sciences Institute

Member, Executive Dean Search Committee 2009
 Mary Lou Fulton Graduate School of Education

Member, Engineering Education Search Committee 2009
 Mary Lou Fulton Graduate School of Education

Member, Awards Committee 2008-2009
 Division of Psychology in Education

Member, Curriculum Committee 2008-2009
 Division of Psychology in Education

Institutional Service at University of Maryland

Member, Department Chair Search Committee 2004-2005
 Department of Measurement, Statistics & Evaluation

Mentor, 5th Year B.A./M.A. Program 2002-2006
 Department of Measurement, Statistics & Evaluation

HONORS AND MEMBERSHIPS

Professional and Academic Honors and Awards

Early Career Award in American Educational Research Association Division 2012

Measurement and Research Methodology	D - Measurement and Research Methodology	
Presidential Early Career Award for Scientists and Engineers	Awarded by the President of the United States of America	2010
Outstanding Reviewer	<i>Journal of Educational and Behavioral Statistics</i>	2010
Outstanding New Scholar	College of Education University of Maryland	2010
Brenda H. Loyd Outstanding Dissertation Award	National Council on Measurement in Education	2008
Harold Gulliksen Psychometric Research Fellow	Educational Testing Service	2005-2006
Outstanding Doctoral Student Award	College of Education, University of Maryland	2005
Distinguished Teaching Assistant	Center for Teaching Excellence, University of Maryland	2003
W.E. Schlaretzki Prize in Philosophy	Department of Philosophy, University of Maryland	2001

Professional Memberships (current and past)

Psychometric Society
National Council on Measurement in Education
American Educational Research Association
AERA Structural Equation Modeling Special Interest Group
AERA Educational Statisticians Special Interest Group
AERA Cognition and Assessment Special Interest Group
American Psychological Association
International Society for Bayesian Analysis
American Statistical Association

Sabina Low, Ph.D.
Arizona State University

T. Denny Sanford School of Social and Family Dynamics • Tempe, AZ 85287
480.965.7418 • sabina.low@asu.edu

Education

2005 Ph.D., Child Clinical Psychology, University of Denver
2004 Predoctoral Internship, University of Washington School of
Medicine
2000 M.A., Child Clinical Psychology, University of Denver
1996 B.A., Psychology, St. John's University/St. Benedict's

Post-Graduate Training

2005-2006 Children's Mental Health Policy Fellow, University of Washington,
Seattle

Faculty Positions

2012- Assistant Research Professor, T. Denny Sanford School of Social
and Family Dynamics, Arizona State University, Tempe, AZ
2011- Affiliate Scientist, Oregon Social Learning Center, Eugene, OR
2011- Adjunct Assistant Professor, Educational Psychology-Child
Development, University of Illinois Urbana-Champaign
2008- 2012 Assistant Professor, Clinical-Community Psychology, Wichita State
University

Professional Positions

2009-2013 **Program Development Consultant**, Committee for Children, Seattle.
2006-2008 **Research Scientist II**, Committee for Children, Seattle.
2001-2004 **Research Assistant**, Study of Adolescent Relationships, Department
of Psychology, University of Denver (PI: Dr. Wyndol Furman).
2000-2004 **Research Coordinator**, Family Relationship Center, Department of
Psychology, University of Denver (PI: Dr. Clare Stocker).
2001-2003 **Project Analyst**, Safe Communities ~Safe Schools Initiative, Center
for the Study of Prevention of Violence, Boulder, CO.
1999-2001 **Research Assistant**, Center for the Study of Depression,
Department of Psychology, University of Denver (Dr. Susan Harter).
1998-1999 **Research Coordinator**, Head Start, University of Colorado Health
Sciences, Denver, CO.
1996-1998 **Research Coordinator**, NICHD Study of Early Child Care, School of
Nursing, University of Washington (PI: Dr. Sue Speaker).
1995-1996 **Research Coordinator**, Family and Friends Project, Psychology
Department, University of Washington (PI: Dr. Fainsilber-Katz).

1994-1995 **Research Assistant**, Early Parenting Project, Psychology Department, University of Washington (PI: Dr. Robert McMahon).

Grants and Contracts Funded

Predicting Intimate Partner Violence for At-Risk Young Adults and Their Romantic Partners

Role: Co-PI (Co-PI, Joann WuShortt, Co-I, Deborah Capaldi, Co-I, Mark Eddy)

Sponsor: NIJ

Amount received: \$406,257

A Randomized Test of a School-Wide Intervention Targeting Early School Success.

Role: PI (Co-PI, Clay Cook, University of Washington)

Sponsor: Committee for Children

Amount received: \$2.1 million (2012-2016)

Bullying, Sexual and Dating Violence Trajectories From Early to Late Adolescence

Role: Co-PI (PI, Dorothy Espelage, University of Illinois)

Sponsor: NIJ

Amount received: \$ 460,000 (2011-2013)

Multisite Evaluation of Second Step: Student Success Through Prevention on Bullying & Sexual Harassment

Role: PI (Co-PI, Dorothy Espelage, University of Illinois)

Sponsor: Centers for Disease Control

Amount received: \$1.29 million (2009-2013)

Implementation of the Family Check-Up Intervention

Role: PI (Co-I, Jim Snyder, Wichita State University)

Sponsor: Sedgwick County Center for Developmental Disabilities

Amount received: \$173, 080 (2009-2012)

A Randomized Controlled Evaluation of Steps to Respect: A Bullying Prevention Program

Role: PI (Co-PI, Eric Brown, University of Washington)

Sponsor: Raynier Foundation

Amount received: \$550, 000 (2008-2009)

Links Between Friendship Characteristics and Adolescents' Normative and High-Risk Sexual Behavior

Role: PI

Sponsor: National Institute for Mental Health, National Research Service Award (F31)

Amount received: \$125,000 (2001-2004)

Pathways to Adolescent Suicidal and Violence Ideation

Role: PI

Sponsor: NIMH, National Research Service Award (F31)

Amount received: \$82,000 (1999-2001)

Guest Editor Roles

Low, S. & Espelage, D. (2014). Context matters: Understanding the nature and role of the link between school climate and peer aggression, *School Psychology Quarterly* (online first).

Mulford, C., & **Low, S.** (2013). Addressing Children's Exposure to Violence in the Home: Linking Innovative Science and Practice, *Journal of Aggression, Maltreatment & Trauma*, 22, 1-5.

Low, S., & Mulford, C. (2013). Use of a Social-Ecological Framework to Understand How and Under What Conditions Family Violence Exposure Affects Children's Adjustment. *Journal of Family Violence*, 28(1), 1-3.

Manuscripts under Review/In Prep

Low, S., Tiberio, S., Shortt, J.W., Capaldi, D., & Eddy, J.M. (in prep). Proximal associations of substance use on young at-risk couples' intimate partner violence.

Low, S., Cook, C., & Smolkowski, K. (in prep). Preliminary results of a randomized intervention to promote early school engagement: Impacts on social-emotional behavior. *Prevention Science*.

Espelage, D., **Low, S.**, Polanin, J., & Brown, R. (under revision). Clinical Trial of Second Step© Middle-School Program: Impact on Aggression & Victimization. *Journal of Applied Developmental Psychology*.

Low, S., & Shortt, JW (under review). Bio-psycho-social determinants of dating involvement among youth. *Journal of Research on Adolescence*.

Low, S., & Shortt, JW (under review). Unpacking links between socioeconomic status and children's externalizing behavior through a social-ecological framework. *Child Development*.

Published Manuscripts

Low, S., & Van Ryzin, M. (in press). The moderating effects of school climate on bullying prevention efforts. *School Psychology Quarterly*.

Espelage, D., Polanin, J., & **Low, S.** (in press). Teacher and staff perceptions of school environment as predictors of student aggression, victimization, and willingness to intervene in bullying situations. *School Psychology Quarterly*.

Low, S.M., Espelage, D., & Polanin, J. (2014). Conduits from community violence exposure to bullying and victimization: Contributions of parental monitoring impulsivity and deviancy. *Journal of Counseling Psychology, 6*, 221-231.

Low, S., Van Ryzin, M. J., Brown, E. C., Smith, B. H., & Haggerty, K. P. (2013). Engagement matters: lessons from assessing classroom implementation of Steps to Respect: a bullying prevention program over a one-year period. *Prevention Science, 1*-12.

Low, S. (2013) Use of a Social–Ecological Framework to Understand How and Under What Conditions Family Violence Exposure Affects Children’s Adjustment. *Journal of Family Violence, 28*, 1-3.

Low, S. & Smith, B. (2013). The role of SEL in bullying prevention efforts. *Theory into Practice, 4*, 280-287.

Espelage, D.L., Hong, J.S., Rao, M.A., & **Low, S.** (2013). Associations between peer victimization and academic performance. *Theory into Practice, 4*, 233-240.

Low, S.M., Espelage, D., & Polanin, J (2013). The role of social networks in relational and physical aggression among young adolescents. *Journal of Youth and Adolescence, 42*, 1078-1089.

Espelage, D., **Low, S.**, Brown, R., & Polanin, J. (2013). Impact of a middle school program to reduce aggression, victimization and sexual violence. *Journal of Adolescent Health, 2*, 180-186.

Snyder, J., **Low, S.** et al. (2013). Timing, sequence, duration, and mutual entrainment of changes in parenting practices engendered by behavioral parent training. *Journal of Family Psychology, 27*, 343-354.

Espelage, D. , **Low, S.**, Rao, M., Hong, J.S., & Little, T. (2013). Family violence, bullying, fighting, and substance use among adolescents: A longitudinal transactional model. *Journal of Research on Adolescence* .

Low, S. & Espelage, D. (2012). Differentiating cyber bullying from other forms of peer aggression: Examination of commonalities across race, individual, and family predictors. *Psychology of Violence, 24*, 313-324.

Low, S., Sinclair, R. & Shortt, J.W. (2012). The role of economic strain

on adolescent delinquency: A microsocial process model. *Journal of Family Psychology, 26*, 576-584.

Espelage, D., **Low, S.** and DeLerue, L (2012). Relations between peer victimization subtypes, family violence, and psychological outcomes during early adolescence. *Psychology of Violence*.

Low, S.M., & Shortt, J.W. (2012). Sibling influences on adolescent substance use: The role of modeling, conflict, and delinquency training. *Development & Psychopathology, 24*, 287-300.

Low, S.M., Shortt, J.W. & Snyder, J. (2012). The drift toward deviant behavior during the transition to adolescence: The contributions of youth disclosure, parenting, and older siblings. *Journal of Research on Adolescence, 22*, 65-79.

Snyder, J., Wachlorowitz, M., **Low, S.M.**, De Garmo, D., & Forgatch, M. (2012). The moderating effects of parent antisocial characteristics on the effects of Parent Management Training-Oregon (PMTO™). *Prevention Science, 13*, 229-240.

Snyder, J., **Low, S.**, Schultz, T., Barner, S., Moreno, D., Garst, M., Leiker, R., Swink, N., Schrepferman, L. (2011). The impact of brief teacher training on classroom management and child behavior in at-risk preschool settings: Mediators and treatment utility. *Journal of Applied Developmental Psychology, 32*, 336-345.

Brown, E., **Low, S.M.**, Smith, B., & Haggerty, K. (2011). Outcomes from a school-randomized controlled trial of Steps to Respect: A school bullying prevention program. *School Psychology Review, 40*, 423-443.

Branstetter, S., **Low, S.M.**, & Furman, W. (2011). The influence of parents and friends on adolescent substance use: A multidimensional approach. *Journal of Substance Use, 16*, 150-160.

Low, S.M., Frey, K. & Brockman, C.J. (2010). Exclusionary gossip on the playground: The role of universal prevention and individual characteristics. *School Psychology Review, 39*, 536-551.

Bullard, L, Wachlarowicz, M., Deleeuw, J., Snyder, J., **Low, S.M.**, Forgatch, M. & DeGarmo, D. (2010). The effects of parent management training on marital adjustment in new stepfamilies. *Journal of Family Psychology, 24*, 485-496.

Furman, W., **Low, S.M.**, & Ho, M. (2008). Romantic experience and psychosocial adjustment in middle adolescence. *Journal of Clinical Child and Adolescent Psychology, 38*, 75-91.

Stanley, S., Whitton, S., **Low S.M.**, Clements, M., & Markman, H. (2006). Sacrifice as a predictor of marital outcomes. *Family Process, 45*, 289-303.

Low, S.M., & Stocker, C. (2005). Family functioning and children's adjustment: Associations among parents' depressed mood, marital hostility, parent-child hostility, and children's adjustment. *Journal of Family Psychology, 19*, 394-403.

Katz, L.F., & **Low. S.M.** (2004). Marital violence, co-parenting, family-level processes and children's adjustment. *Journal of Family Psychology, 18*, 372-382.

Harter, S., **Low, S.M.**, & Whitesell, N. (2003). The impact of the self-system on suicidal and violent ideation among adolescents. *Journal of School Violence, 2*, 3-24.

Stocker, C., Richmond, M., **Low, S.M.**, Alexander, E., & Elias, N.M. (2003). Marital conflict and children's adjustment: Parental hostility and children's interpretations as mediators. *Social Development, 12*, 149-161.

Book Chapters

Snyder, J., **Low, S.M.**, Waschlowitz, M., Just, C., & Schrepferman, L. (2012). Emotion coaching and mindfulness/acceptance in parent training. In R. Larzelere & A. Morris (Eds.). New Directions In Authoritative Parenting. APA Books.

Espelage, D., & **Low, S.M.** (2012). Prevention of bullying, dating violence, & sexual violence among children and adolescents. In E.M. Vera, (Ed.) Oxford Handbook of Prevention in Counseling Psychology.

Espelage, D., & **Low, S.M.** (2011). Bullying among children and adolescents: Social-emotional learning approaches to prevention. In K. Nader (Ed.), School Rampage Shootings and Other Youth Disturbances: Early Preventive Interventions.

Low, S.M., et al. (2011). Design and analysis of a randomized controlled trial of *Steps to Respect*: A school-based bullying prevention program. In D. Espelage & S. Swearer (Eds.) Bullying in North American schools, V.2. Taylor & Francis.

Branstetter, S., & **Low, S.M.** (2009). Natural history and course of addictive diseases. In: N. Miller & M. Gold (Eds.) Addictions in medicine: principles and practice. Wiley & Sons.

Furman, W.F., **Low, S.M.**, & Ho, M. (2006). Dating, sexuality and substance use: The rocky road of adolescent romantic experience. In: H. Stattin, J. Coleman, & R. Engels (Eds.) Friends, lovers and groups: Key relationships in adolescence. West Sussex, UK: Wiley & Sons.

Low, S.M., Monarch, N., Hartman, S. & Markman, H. (2001). Recent therapeutic advances in the prevention of domestic violence. In P. Schewe (Ed.), Violence across the lifespan. Washington DC: APA Publications.

Conference Presentations (Refereed):

Low, S., Shortt, J. W., Tiberio, S., Eddy, J.M., & Capaldi, D. (2014, March). Longitudinal associations between delinquent peer association and intimate partner violence for young at-risk couples. In T. Ha (Chair), *Peers and the emergence of romantic relationships in adolescence: Pathways to normative and problem development*. Symposium at the biennial meeting of the Society for Research on Adolescence, Austin, Texas.

Low, S., Shortt, J. W., Tiberio, S., Capaldi, D., & Eddy, J.M. (2014, March). Proximal associations of substance use on young at-risk couples' intimate partner violence. In J. Grych (Chair), *Conceptual and methodological advances in the study of teen dating violence*. Symposium at the biennial meeting of the Society for Research on Adolescence, Austin, Texas.

Espelage, D., **Low, S.**, & De LaRue, L. (2013). Understanding risk factors and correlates of teen dating violence: Implications for healthy romantic relationships. Paper presented at Society for Research on Child Development, Seattle, WA.

Espelage D., **Low, S.**, & Anderson, C. (2013). Relation between bullying and teen dating violence perpetration across early to late adolescence. Panel presentation at American Society for Criminology, Atlanta, GA.

Low, S., Espelage, D., Anderson, C., & DeLaRue, L. (2013). Results of a longitudinal study of bullying and teen dating violence across early to late adolescence. American Psychological Association, Honolulu, HI.

Smith, B., **Low, S.** & Brown, E.C. (November 2011). Classroom implementation of a bullying prevention intervention- predictors and impacts from a 33 school trial. Presentation at the 8th Annual International Bullying Prevention Association Conference, New Orleans, LA.

Smith, B., **Low, S.** & Brown, E.C. (October 2011). Outcomes related to implementation of a bullying prevention program. Poster presented at the 1st Annual Global Implementation Conference, Washington DC.

Smith, B., **Low, S.** & Brown, E.C. (October 2011). Outcomes from a school-randomized controlled trial of Steps to Respect: A Bullying Prevention Program. Presentation at the Office of Juvenile Justice and Delinquency Prevention 2011 National Conference for Children's Justice & Safety, Washington, D.C.

Low, S.M., Smith, B., & Brown, E. (April, 2011). Outcomes from a school randomized controlled trial of Steps to Respect: A school bullying prevention program. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.

Brown, E., **Low, S.M.**, Smith, B., Fagan, A., & Haggerty, K. (March 2011). Predictors and outcomes related to implementation of Steps to Respect. Paper presented at the 4th Annual NIH Conference on the Science of Dissemination & Implementation: Policy & Practice, Bethesda, MD.

Sheeber, L., WuShortt, J., & **Low, S.M.** (October 2010). The psychophysiology of family interactions: Exploring interactions between biological and interpersonal processes during development. Paper presented at the 50th Annual Meeting of the Society for Psychophysiological Research.

Sheeber, L., Shortt, J.W., **Low, S.**, & Katz, L.F. (2010, October). Emotion coaching as a unique predictor of adolescent internalizing problems. Paper presented at the annual meeting of the Society for Research in Psychopathology, Seattle, WA.

Shortt, J.W., Sheeber, L., **Low, S.**, & Katz, L.F. (2010, November). Maternal emotion coaching, children's regulation of sadness, adolescent internalizing problem behavior. In M.C. Tompson (Chair), Family processes and depression in youth: Predictors and mechanisms. Paper presented at the annual meeting of the Association for Behavioral and Cognitive Therapies, San Francisco, CA.

Brown, E.C., **Low, S.M.**, Smith, B., & Haggerty, K. (June 2010). A social-ecological approach to bullying prevention: The consideration of individual, peer- and school-level factors. Paper presented at the 18th Annual Society for Prevention Research Conference.

Low, S.M., Brockman, C.J., & Shortt, J.W. (March 2010). Maternal emotion coaching and adolescent adjustment: Familial and non-familial influences. Paper to be presented at the 13th Biennial Meeting of the Society for Research in Adolescence, Philadelphia, PA.

Low, S.M., Brockman, C.J. & Shortt, J.W. (March 2010). Older sibling influence on younger sibling substance use: The protective role of emotion regulation. Poster to be presented at the 13th Biennial Meeting of the Society for Research in Adolescence, Philadelphia, PA.

Low, S.M., Smith, B. & Brown, E.C. (April 2010). Differences between student and staff perspectives on school bullying: Findings from a large-scale school-based study. Paper to be presented at the American Educational Research Association Meeting, Denver, CO.

Sheeber, L., Shortt, J.W. & **Low, S.M.** (June 2009). Maternal emotion coaching, children's regulation of sadness, and adolescent internalizing problem behavior. Poster presented at the 12th Biennial meeting for the International Society for Research in Child and Adolescent Psychopathology, Seattle, WA.

Low, S.M. & Frey, K. (May 2009). Effects of a brief universal prevention program on playground relational aggression. Paper presented at the 17th Annual Meeting of Society for Prevention Research, Washington DC.

Low, S.M., & Shortt, J.W. (March 2009). Predicting substance use among younger siblings: The respective role of sibling and peer delinquency training. Poster presented at the 12th Biennial meeting for Society for Research in Child Development, Denver, CO.

Berger, L., **Low, S.M.,** & Furman, W. (March 2006). Associations between trajectories of adolescent body image and sexual behavior. Paper presented at the 11th Biennial Meeting of the Society for Research in Adolescence, San Francisco, CA.

Maher, Erin J. and **Low, S.M.** (October 2005). Implementing and evaluating a training and support program for low-income grandmothers. Paper presented at the Annual Washington State Joint Conference on Health. Yakima, WA.

Low, S.M., & Stocker, C. (July 2004). Parent-child and family-level moderators of the link between differential treatment and sibling relationship quality. Paper presented at the International Society for the Study of Behavioral Development, Ghent, Belgium.

Branstetter, S., & **Low, S.M.** (March 2004). Perceived peer use and parental monitoring as mediators of the relation between religiosity and adolescent substance use. Poster presented at the 10th Biennial Meeting of the Society for Research in Adolescence, Baltimore, MA.

Berger, L., & **Low, S.M.,** (March 2004). Untangling the web of influence: Parents, peers and adolescent adjustment. Paper presented at the 10th Biennial Meeting for the Society for Research in Adolescence, Baltimore, MA.

Low, S.M. (April 2003). Relational styles with parents, peers and romantic partners: Links with social competence and depressive symptoms. Paper presented at the Biennial Meeting for the Society for Research in Child Development, Tampa, FL.

Low, S.M., & Thomas, T. (April 2003). Longitudinal links between parental relationship quality, social competence and multiple friendship characteristics among adolescents. Paper presented at the Biennial Meeting for the Society for Research in Child Development, Tampa, FL.

Kline, G., **Low, S.M., & Stanley, S.** (November 2002). Duration of cohabitation and the synchronicity of self-report and objectively-coded interaction skills. Paper presented at the 36th Annual Association for the Advancement of Behavioral Therapy Conference, Reno, NV.

Low, S.M., Kline, G., Stanley, S., & Markman, H. (November 2002). Relationship confidence, relationship schemas and depression in couples. A longitudinal investigation. Paper presented at the 36th Annual Association for the Advancement of Behavioral Therapy Conference, Reno, NV.

Low, S.M., Branstetter, S., & Furman, F. (September 2002). The role of parents and friends in the development of adolescent substance use and delinquency. Paper presented at the European Association of Research on Adolescence Conference, Oxford, England.

Low, S.M., & Stocker, C. (September 2002). Longitudinal links between early adolescent adjustment and the quality of sibling, friend and peer relationships in late adolescence. Poster presented at the European Association of Research on Adolescence Conference, Oxford, England.

Low, S.M., & Stocker, C. (August 2002). A prospective investigation of the links between social-emotional adjustment, adolescents' relationships with close friends and peer status. Paper presented at the annual American Psychological Association conference.

Low, S.M. (March 2002). Parent depressive symptoms and early adolescent adjustment: The mediating role of negative emotional expression and parental monitoring. Poster presented at the 9th Biennial Society for Research in Adolescence Conference, New Orleans, LA.

Stocker, C., & **Low, S.M., & Tosi, A.** (March 2002). Adolescents' risky behaviors and delinquency: Longitudinal associations with marital, parent-child, sibling and peer relationships. Poster presented at the 9th Biennial Society for Research in Adolescence Conference, New Orleans, LA.

Low, S.M., & Harter, S. (April 2001). Differential pathways to the co-occurrence of adolescent homicidal and suicidal ideation. Poster presented at the conference for the Society for Research in Child Development, Minneapolis.

Calderon, R., & **Low, S.M.** (July 1998). The role of a second caregiver on deaf children's language and academic outcomes. Poster presented at the Head Start Fourth National Research Conference, Washington, D.C.

Invited Presentations

- 2010 *The role of emotion coaching and ACT in Parenting Management Training.* New Directions in Authoritative Parenting: Building on the Legacy of Diana Baumrind, Oklahoma State University.
- 2010 *Second Step – Student Success through Prevention: Preventing Bullying and Sexual Harassment.* National Summit on Interpersonal Violence & Abuse, Dallas, TX.
- 2009 *How parents influence adolescent emotion regulation.* Oklahoma State University, Tulsa, OK.

Teaching Positions

- 2013- **Arizona State University**
Research Methods
- 2008- 2012 **Wichita State University**
Developmental Psychology
Developmental Psychopathology
Research Methods
Structural Equation Modeling
- 2003-2004 **University of Colorado, Psychology Department**
Instructor for Human Sexuality
Instructor for Introduction to Psychology
Guest Lecturer, Developmental Psychology
- 2002-2004 **University of Denver, Psychology Department**
Guest Lecturer for Graduate Research Methods
Guest Lecturer for Health Psychology
Lecturer for Introduction to Statistics
Teaching Assistant for Personality Assessment
Teaching Assistant for Cognitive Assessment Practicum
Teaching Assistant for Cognition and Learning
Teaching Assistant for Mind and Behavior

Clinical Positions

- 2004-2005 **Predoctoral Resident,** University of Washington School of Medicine, Department of Child Psychiatry, Seattle.
- 2001-2002 **Psychology Practicum Student,** Children’s Hospital Child and Adolescent Psychiatry Department, Denver.
- 2000-2001 **Psychology Practicum Student,** Colorado Trauma Treatment Center, Denver.
- 2000-2001 **Psychology Practicum Student,** Douglas County District Attorney’s Office, Juvenile Diversion Program, Douglas County, CO.
- 1999-2004 **Psychology Practicum Student,** University of Denver Child and Family Services Clinic, Denver.
- 1999-2002 **Pediatric Neuropsychologist,** University of Denver Learning Disabilities and Neuropsychology Clinic, Denver.

1999-2000 **Psychometrist**, Pediatric Psychology Unit, Children's Hospital, Denver.

Advanced Training

DBT Training (University of Washington, 2005)
Latent Growth Curve Modeling Workshop (University of Oregon, 2006)
Missing Data Workshop (Society for Prevention Research, 2006)
Family Check-Up Intervention (University of Oregon, 2009)
Social Network Analysis (ISNET, Summer 2010)
Motivational Interviewing (Lawrence, KS, 2010)
Promoting First Relationships – Train the Trainer (2014)

Community Service

Leadership Council, Playworks Phoenix
Head Start of Wichita, Classroom Consultation
Office of Minority Health, Fetal Infant Mortality Reduction Program, Faculty Peer Advisor

Professional Memberships

American Psychological Association
Society for Research in Child Development (Social Relationships Panel)
Society for Research in Adolescence
European Association for Research in Adolescence
Society for Prevention Research
American Society of Criminology

Journal Activities

Ad Hoc Reviewer for:

Journal of Family Psychology
Journal of Abnormal Child Psychology
Psychology of Violence
Journal of Substance Use
Journal of Research on Adolescence
Child Development
Prevention Science

Guest Editor for:

Journal of Aggression, Maltreatment & Trauma
School Psychology Quarterly
Journal of Family Violence

Grant Review Panels

National Institutes of Justice (2014)- Violence Prevention Branch

VITA

Dec 2014

Name: Carol Lynn Martin
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Arizona State University
Tempe, Arizona 85287-3701
Phone: (602) 965-5861/6978
Email: cmartin@asu.edu

Academic Training

Child and Family Development, University of Georgia, Ph.D.
Educational Psychology, Rutgers University.
Psychology, Rutgers University, M.S.
Psychology (Honors and Distinction), University of Georgia, B.A.

Professional Employment Record

Cowden Distinguished Professor, Sanford School of Social and Family Dynamics, affiliate faculty in Women's Studies, Arizona State University, 1996—present; affiliate faculty for Center for Social Complexity, 2005, Learning Sciences, 2012. Executive Director of the Lives and Girls and Boys Enterprise (2009) and Executive Director of the Sanford Harmony Program (2008).

Associate Professor, Department of Family Resources and Human Development, affiliate faculty in Women's Studies, Arizona State University, 1990-1996.

Assistant Professor, Department of Family Resources and Human Development, affiliate faculty in Women's Studies (as of 1989), Arizona State University, 1988-1990.

Assistant Professor, School of Family and Nutritional Sciences, University of British Columbia, 1984-1988.

Research Associate and Lecturer, School of Family and Nutritional Sciences and Department of Psychology, University of British Columbia, 1981--1984.

Publications

Fabes, R. A., Martin, C. L., Hanish, L. D., & Galligan, K.* (in press). Gender segregated schooling: A problem disguised as a solution. *Educational Policy*. Advance online publication (2013, June 26). doi: 10.1177/0895904813492382

Hanish, L. D., Martin, C. L., DeLay, D., Miller, C. F., Fabes, R. A., & Updegraff, K. (in press). Social harmony in schools. A framework for understanding peer experiences and their effects. In K. Wentzel and G. Ramani (Eds), *Handbook on Social-Emotional, Motivation, and Cognitive Outcomes in School Contexts*.

- Martin, C. L., Fabes, R. A., Hanish, L. D., Gaertner, B., Miller, C. F., Foster, S., & Updegraff, K. A. (in press). Using an intergroup contact approach to improve gender relationships. In A. Rutland, D. Nesdale, & C. Brown (Eds), *Handbook of Group Processes in Children and Adolescents*.
- Andrews, N. C. Z.*, Hanish, L. D., Fabes, R. A., & Martin, C. L. (2014). With whom and where you play: Preschoolers' social context predicts peer victimization. *Social Development, 23*, 357-375.
- DiDonato, M. D.*, Martin, C. L., & England, D*. (2014). Gendered interactions and their consequences: A dynamical perspective (pp. 20-42). In P. Leman & H. Tennebaum (Eds.), *Gender and Development*. Psychology Press.
- Eggum-Wilkens, N. D., Fabes, R. A., Castle, S., Zhang, L. *, Hanish, L. D., & Martin, C. L. (2014). Playing with others: Head Start children's peer play and relations with kindergarten school competence. *Early Childhood Research Quarterly, 29*(3), 345-356. Impact = 2.275. doi:10.1016/j.ecresq.2014.04.008.
- Martin, C. L., Fabes, R. A., & Hanish, L. D. (2014). Gendered-peer relationships in educational contexts. In L. Liben & R. Bigler (Eds.), *Advances in Child Development and Behavior, 47*, Burlington: Academic Press, pp. 151-187.
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Non-Refereed Publications

- Martin, C. L., & DiDonato, M. (2012) Children as gender detectives: Gender Schema Theory as an explanation of children's role in gender development. *Psychology Review*. This is a scholarly publication widely read by graduate and undergraduate students in the U.K.
- Martin, C.L. Review of M. Intons-Peterson, *Children's concepts of gender*. *Archives of Sexual Behavior*.

Research Grants

- Fabes, R. A., Hanish, L., Martin, C. L., Updegraff, K. (PIs and Executive Directors). *The Sanford Harmony Whole School Program*. 2012-2014. The T. Denny Sanford Foundation, \$1,600,000 (Direct).

Martin, C. L., Fabes, R. A., Hanish, L., Updegraff, K. (PIs and Executive Directors). *The Sanford Curriculum: A model for enhancing male/female relationships*. 2008-2013. The T. Denny Sanford Foundation, \$4,000,000 (Direct).

Hanish, L., Martin, C. L., Fabes, R. A. (PIs and Executive Directors). *The Catalyst Project*. 2009-2013. The T. Denny Sanford Foundation, \$400,000 (Direct).

Mikulsi, A (PI), Fabes, R. A. (Co-PI), Hanish, L. D. (Co-PI), Martin, C. L. (Co-PI), & Palermo, F (I). Bilingualism and school readiness: Language development, academic skills, and social competence in Spanish-speaking Head Start children. Department of Health and Human Services, Administration for Children and Families (\$519,978). Sept 30, 2007 to Sept. 29, 2010.

Martin, C. L. (PI), Fabes, R. A. (Co-PI), Hanish, L. D. (Co-PI). Peer relationships and school readiness (supplement). National Institute for Child Health and Development (\$107,000). October 2004 – July 2008.

Martin, C. L. (PI), Fabes, R. A. (Co-PI), Hanish, L. (Co-PI). Peer relationships and school readiness. National Institute for Child Health and Development (\$2,500,000). September 2004 – August 2010.

Ladd, G. (PI), Ladd, B. (Co-PI), Fabes, R. A. (Co-PI), Martin, C. L. (Co-PI). Risk and Protective Factors in School Maladjustment. National Institute of Mental Health. 2003-2008. (\$2,500,000).

Berenbaum, S (PI) and Sandberg, D. (Co-PI). Network on Psychosexual Differentiation: Biology and Socialization (\$375,000) (3 years). National Institute of Child Health and Development. 2003-2005. (Investigator).

Griffin, W. (PI), Martin, C. L. (Co-PI), Hanish, L. (Co-PI), Fabes, R. A. (Co-PI), Barcelo, H. (Co-PI), & Prewitt, K. (Co-PI). The ontology and evolution of children's playgroups. National Science Foundation (\$189,983). (3 years). July 2004 - 2007.

Fabes, R. A., Martin, C. L., & Hanish, L. Children's School-Related Transitions and Relationships. A.S.U. Multi-investigator award, \$15,124 (2001).

Martin, C. (1999). Gender development in girls. A.S.U. Women Studies Grant—summer (\$1401).

Martin, C. (1994). Children's gender segregation. A.S.U. Women Studies grant--summer (\$2000).

Martin, C. (1990). Learning Stereotypes: Factors influencing group distinctiveness. A.S.U.--Faculty Grant-in-aid one year (\$3664).

- Martin, C. (PI). (1989). Children's distortion of emotions. A.S.U.--College of Liberal Arts and Sciences Summer Research Award (\$2,210) and Women's Studies Summer Research Award (one summer - \$1,000).
- Martin, C. (PI). (1988-1989). Children's use of gender-based metatheories. U.B.C.--Humanities and Social Sciences Research Council grant (one year - \$1,700).
- Martin, C. (PI). (1987-1988). Children's use of gender stereotypes. U.B.C. --Humanities and Social Sciences Research Council grant (one year - \$1,750).
- Martin, C. (PI) (1986-1987). Physical appearance stereotyping. U.B.C.--Social Sciences and Humanities Research Council grant (one year - \$1,000).
- Martin, C. (PI). (1985-1986). Gender understanding and sex stereotypes. U.B.C.--Humanities and Social Sciences Research Council grant (one year - \$2,200).
- Martin, C. (PI). (1985-1988). Multi-trial acquisition of complex concepts. Natural Sciences and Engineering Research Council of Canada grant (three years - \$36,000).
- Martin, C. (PI). (1984-1985). Assessing interpersonal flexibility. U.B.C.--Humanities and Social Sciences Research Council grant (one year - \$2,140).
- Martin, C. (PI). (1984-1985). Multi-trial learning of complex concepts. U.B.C.--Natural Sciences and Engineering Research Council Equipment grant (one year - \$16,000).
- Rodger, R. (PI), and Martin, C.L. (Co-PI). (1983-1984). Family reorganization following divorce/separation. (R. Rodgers principal investigator; C. Martin co-principal investigator). Social Sciences and Humanities Research Council of Canada grant (\$25,000).

Conference Papers and Invited Professional Activities

- Martin, C. L. (2014, September). *Gender and the social worlds of children*. Invited Keynote Address for the British Psychological Association, Developmental Section meetings, Amsterdam, Netherlands.
- Martin, C. L. (2014, April). *Discrimination, stress and bias*. Invited presentation at the Equity and Social Justice in Developmental Science Workshop, Chicago, IL.
- Bryce, C. I.*, Swanson, J., Fabes, R. A., Hanish, L.D., & Martin, C. L. (2013, April). *School engagement as a mediator linking home, temperament, and peers to academic outcomes among low-income Latino kindergartners*. Poster presented at the Society for Research in Child Development conference, Seattle, WA.

- Fabes, R. A., Hanish, L. D., & Martin, C. L. (July, 2013). *The lives of girls and boys enterprise: Initiatives on gender, relationships, and schooling*. Invited presentation at Sesame Street Workshop, New York, New York.
- Fabes, R. A., & Martin, C. L. (March, 2013). *Gender and schooling: The debate over gender-segregated education*. Invited presentation, Kenyon College, Gambier, Ohio.
- DiDonato, M. D., Martin, C. L., Hanish, L. D., & Fabes, R. A. (April, 2013). *Gendered interactions and their consequences: A dynamical perspective*. Paper presented at the meetings of the Society for Research in Child Development, Seattle, WA.
- England, D. E.*, Andrews, N. C. Z.*, Martin, C. L., DiDonato, M. D., & Hanish, L. D. (April, 2013). *Promoting positive peer relations in an academic task: An examination using APIM*. Poster presented at the meetings of the Society for Research in Child Development, Seattle, WA.
- Goble, P.*, Foster, S.A., Bryce, C.I.*, Hanish, L. D., Eggum, N, Martin, C.L., & Fabes, R.A. (2013, April). *The Transition to School: Children's Social Interaction Skills and Academic Achievement*. Poster presented at the Society for Research in Child Development Biennial Meeting, Seattle, WA.
- Granger, K. L.*, Kornienko, O., Hanish, L. D., Martin, C. L., Fabes, R. A., & Goble, P. M.* (April, 2013). *Guiding play: Predicting preschool teachers' facilitation of gender-typed activities*. Poster presented at the meetings of the Society for Research in Child Development, Seattle, WA.
- Indorf, A. L. F.*, Swanson, J., Fabes, R. A., Hanish, L. D., & Martin, C. L. (April, 2013). *School glue: Behavioral engagement mediates the relations between kindergarteners' emotional engagement and reading achievement in an at-risk sample*. Poster presented at the meetings of the Society for Research in Child Development, Seattle, WA.
- Martin, C. L., Andrews, N. C. Z.*, England, D. E.*, & Zosuls, K. (April, 2013). *The consequences of viewing the self in relation to both gender groups*. Paper presented at the meetings of the Society for Research in Child Development, Seattle, WA.
- Palermo, F., Mikulski, A. M., Fabes, R. A., Hanish, L. D., & Martin, C. L. (April, 2013). *English and Spanish exposure at home and Spanish-speaking preschoolers' dual language vocabulary and word-reading development*. Poster presented at the meetings of the Society for Research in Child Development, Seattle, WA.
- Sanford, T. D., Fabes, R. A., Martin, C. L., & Hanish, L. D. (October, 2013). *The Sanford Harmony Program*. Invited Presentation at Sanford Burnham Medical Research Institute, La Jolla, CA.

- Stargel, L. E.*, Palermo, F., Mikulsi, A. M., Fabes, R. A., Hanish, L. D., & Martin, C. L. (April, 2013). *Bidirectional associations among close student-teacher relationships and Spanish preschoolers' English oral proficiency*. Poster presented at the meetings of the Society for Research in Child Development, Seattle, WA.
- Andrews, N. C. Z.*, Zosuls, K. M., Martin, C. L., Borders, A. Z.*, & England, D. E.* (April, 2012). *The effect of gender typicality and friendships with own- and other-gender peers on peer victimization: A developmental approach*. Poster presented at the Gender Development Research Conference, San Francisco, CA.
- Borders, A. Z.*, Zosuls, K. M., Martin, C. L., England, D. E.*, & Andrews, N. C. Z.* (April, 2012). *What do kids think their parents think? Relations between kindergarteners' perceptions of parents' gender-related attitudes and their peer preferences*. Poster presented at the Gender Development Research Conference, San Francisco, CA.
- Ciotta, J.*, Santos, C., Updegraff, K., & Martin, C. L. (April, 2012). *Exploring the role of physical appearance in gender identity development: An observational and self-report study*. Poster presented at the Gender Development Research Conference, San Francisco, CA.
- England, D. E.*, Martin, C. L., Zosuls, K. M., Andrews, N. C. Z.*, Borders, A. Z.* (April, 2012). *Gender norm resistance: A transactional model with similarity to other-sex peers*. Poster presented at the Gender Development Research Conference, San Francisco, CA.
- Fabes, R. A., Martin, C. L., & Hanish, L. D. (2012, April). *Social development in gender integrated and segregated contexts*. Paper presented in R. Bigler (Chair), *The state of single-sex schooling: Theoretical, empirical, methodological, and legal issues*. Annual Meeting of the American Educational Research Association, Vancouver, Canada.
- Field, R. D.*, England, D. E.*, Andrews, N. C. Z.*, Martin, C. L., & Zosuls, K. M. (April, 2012). *"I understand girls but not boys": Assessing gender-based relationship efficacy*. Poster presented at the Gender Development Research Conference, San Francisco, CA.
- Galligan, K.*, Pahlke, E., Martin, C. L., & Fabes, R. A. (2012, April). *Gender differences in 7th graders' academic stereotypes*. Poster presented at the Fifth Gender Development Research Conference, San Francisco, CA.
- Goble, P. M.*, Martin, C. L., Hanish, L. D., & Fabes, R. A. (2012, April). *Defining preschool gender-typed activities*. Poster presented at the Fifth Gender Development Research Conference, San Francisco, CA.

- Hanish, L. D., Martin, C. L., & Fabes, R. A. (2012, May). *Improving relationships among boys and girls: Perspectives on a relationship-based intervention*. Invited presentation at the University of Rome, Rome, Italy.
- Hanish, L. D., Martin, C. L., Fabes, R. A., Updegraff, K., Gaertner, B., Miller, C., Kochel, K., Sallquist, J., & Foster, S. (April, 2012). *Bringing boys and girls together in the classroom: The Sanford Harmony Program*. Paper presented in L. D. Hanish (Chair), *Gender in the classroom: Issues and answers*. Annual Meeting of the American Educational Research Association, Vancouver, Canada.
- Kochel, K., Miller, C., Updegraff, K., Fabes, R. A., Martin, C. L., & Hanish, L. D. (2012, March). *Fifth graders' psychosocial adaptation as a function of gender typicality*. Poster presented at the Society for Research in Adolescence Biennial Meeting, Vancouver, Canada.
- Martin, C. L., Fabes, R. A., Hanish, L., Updegraff, K., Miller, C., Gaertner, B., Kochel, K., & Foster, S. (April, 2012). *The Sanford Harmony Program: Program description and preliminary findings*. Invited address presented at the Gender Development Research Conference, San Francisco, CA.
- Mikulski, A., Palermo, F., Fabes, R. A., Hanish, L. D., Martin, C. L., & Gottheiner, M.* (2012, June). *Home literacy environments and English vocabulary skills of Spanish-speaking Head Start children*. Poster presented at Head Start's 11th National Research Conference, Washington, DC.
- Miller, C. F., Kochel, K., Updegraff, K., Martin, C. L., Fabes, R. A., & Hanish, L. D. (2012, March). *Individual factors associated with fifth graders' desire for same- versus other-sex interactions*. Poster presented at the Society for Research in Adolescence Biennial Meeting, Vancouver, Canada.
- Senior, A. M.*, Palermo, F., Mikulski, A., Fabes, R. A., Hanish, L. D., & Martin, C. L. (2012, June). *Vocabulary skills and peer interaction styles of Spanish-speaking children in Head Start*. Poster presented at Head Start's 11th National Research Conference, Washington, DC.
- Zosuls, K. M., Martin, C. L., England, D.*, & Andrews, N. C. Z.* (April, 2012). *"I don't want to talk to them because I don't know how to": The role of relationship efficacy in children's gender-related intergroup processes*. Poster presented at the Gender Development Research Conference, San Francisco, CA.
- Clary, L. K.*, Hanish, L. D., Martin, C. L., & Fabes, R. A. (2011, March). *Time spent with peers: Risk and protective factors for preschoolers' peer victimization*. Poster presented at the Society for Research in Child Development Biennial Meeting, Montreal, Canada.

- DiDonato, M. D.*, Sallquist, J. *, Hanish, L. D., Martin, C. L., & Fabes, R. A. (2011, March). *Positive emotionality and adjustment in children: The effects of peer emotionality*. Poster presented at the Society for Research in Child Development Biennial Meeting, Montreal, Canada.
- Galligan, K. M.*, Fabes, R. A. Martin, C. L., Hanish, L. D., & Goble, P. M.* (2011, March). *Gender differences in young children's play qualities in gender-segregated and gender-integrated peer interactions*. Poster presented at the Society for Research in Child Development, Montreal.
- Galligan, K. M.*, Fabes, R. A., Martin, C. L., & Hanish, L. D. (2011, March). *Qualities of young children's play in gender-segregated and gender-integrated contexts*. Poster presented at the Society for Research in Child Development Biennial Meeting, Montreal, Canada.
- Goble, P. M.*, Hanish, L. D., & Martin, C. L. (2011, March). *Smart little girls: Predictors of girls' early academic achievement*. Poster presented in C. L. Martin (Chair), *Gender-Related Predictors of Girls' Academic Engagement and Performance*, at the Society for Research in Child Development Biennial Meeting, Montreal, Canada.
- Hanish, L. D., Martin, C. L., & Fabes, R. A. (2011, March). *The Sanford lab exhibition*. Invited presentation at the Peer Preconference, Montreal, Canada.
- Kim, H.*, England, D. E.*, Sallquist, J.*, Martin, C. L., Hanish, L. D., & Fabes, R. A. (2011, March). *Is social anxiety limiting children's school success?* Poster presented at the Society for Research in Child Development Biennial Meeting, Montreal, Canada.
- Martin, C. L. *Girls and education*. (2011, March). Chair of symposium presented at the Society for Research in Child Development, Montreal, Canada.
- Mikulski, A. M., Palermo, F.*, Clary, L. K.*, Meek, S. E., Fabes, R. A., Hanish, L. D., & Martin, C. L. (2011, March). *Do Spanish-speaking children improve their academic skills after a year in Head Start?* Poster presented at the Society for Research in Child Development Biennial Meeting, Montreal, Canada.
- Palermo, F.*, Mikulski, A. M., Clary, L. K.*, Fabes, R. A., Hanish, L. D., & Martin, C. L. (2011, March). *Teachers' English use and Spanish-speaking preschoolers' English production skills: The role of English comprehension*. Poster presented at the Society for Research in Child Development Biennial Meeting, Montreal, Canada.
- Sallquist, J., DiDonato, M. D.*, Hanish, L. D., Martin, C. L., & Fabes, R. A. (2011, March). *Children's use of positive affect during interactions with same- and opposite-sex peers*. Poster presented at the Society for Research in Child Development Biennial Meeting, Montreal, Canada.

- Palermo, F., Mikulsi, A., Clary, L.*, Hanish, L. D., Martin, C. L., & Fabes, R. A. (June, 2010). *Bilingualism and school readiness: the role of teachers' English use in head Start classrooms*. Poster presented at the Head Start Conference, Washington, D.C.
- Fabes, R. A., Martin, C. L., Hanish, L. D., & Simpkins, S. (May, 2010). *Contemporary themes in peer relationship research*. Invited presentation, Department of Psychology, University of Rome.
- Briggs, P.*, Martin, C. L., Fabes, R. A., & Hanish, L. D. (April, 2010). *Gender, affect, and attractor states: A state space analysis of preschoolers' peer interactions*. Poster presented at the Gender Development Research Conference, San Francisco.
- Galligan, K. M.*, Fabes, R. A., Martin, C. L., & Goble, P*. (April, 2010). *Gender-integrated interactions in preschool: relations to later effortful control*. Poster presented at the Gender Development Research Conference, San Francisco.
- Zosuls, K. M., England, D.*, Martin, C. L., & Updegraff, K. A. (April, 2010). *How do boys and girls really feel about each another?* Poster presented at the Gender Development Research Conference, San Francisco.
- Fabes, R. A., Hanish, L. D., & Martin, C. L. (April, 2010). *Interventions to improve relationships between girls and boys*. Presented at the meetings of the Gender Development Research Conference, San Francisco.
- Gosney, S. L.*, Hanish, L. D., Fabes, R. A., & Martin, C. L. (April, 2010). *Preschoolers' experiences with teachers: the role of children's gender and emotions*. Presented at the meetings of the American Educational Research Association.
- Martin, C. L., & Underwood, M. (2009, March). *Gender and peers*. Discussion panel at the Peer Preconference at the biennial meetings of the Society for Research in Child Development.
- Clary, L. K.*, Hanish, L. D., Martin, C. L., & Fabes, R. A. (2009, March). *Social behavior in preschool: Does it predict academic outcomes in preschool and kindergarten?* Presented at the biennial meetings of the Society for Research in Child Development, Denver.
- DiDonato, M. D.*, Martin, C. L., Hessler, E.*, Hanish, L. D., & Fabes, R. A. (2009, March). *Dynamic patterns in children's gendered behavior*. Presented at the biennial meetings of the Society for Research in Child Development, Denver.
- Goble, P. M.*, Martin, C. L., Hanish, L. D., DiDonato, M. D.*, & Fabes, R. A. (2009, March). *Gender Normative and non-normative children: Activity choices across social contexts*. Presented at the biennial meetings of the Society for Research in Child Development, Denver.

- Gosney, S.*, Hanish, L. D., Martin, C. L., & Fabes, R. A. (2009, March). *Preschoolers' emotionality and their experiences with teachers*. Presented at the biennial meetings of the Society for Research in Child Development, Denver.
- Briggs, P. T.*, Martin, C. L., Fabes, R. A., & Hanish, L. D. (2009, March). *Links between emotion and sex segregation in preschool: A latent class analysis*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Denver, CO.
- Martin, C. L., & Fabes, R. A. (2009, March). *Rethinking children's peer relationships: A new framework for teaching social development*. Invited presentation at the SRCD Developmental Science Teaching Institute.
- Martin, C. L., & Fabes, R. A. (2009, February). *Sex segregation: What we know and where we are going*. Invited presentation, University of Rome, Italy.
- Martin, C. L., & Fabes, R. A. (2009, February). *The significance and consequences of children's sex segregation*. Invited presentation, University of Bologna, Italy.
- Martin, C. L., & Fabes, R. A. (2009, February). *The significance and consequences of children's sex segregation*. Invited presentation, Psychology Department, University of Texas.
- Schaefer, D. R., Hanish, L. D., Light, J., Martin, C. L., & Fabes, R. A. (2009, March). *A longitudinal analysis of homophily in networks of preschool children*. Sunbelt International Social Networks Conference, San Diego.
- Mikulski, A. M., Fabes, R. A., Hanish, L. D., Martin, C. L., & Palermo, F. (2008). *Bilingualism and School Readiness (Project LEE): Y2 Update*. Head Start University Partnerships English Language Learner Grantee Meeting, Washington DC.
- Schaefer, D. R., Light, J., Hanish, L. D., Martin, C. L., & Fabes, R. A. (2008, March). *Fundamental principles of network formation among preschool children*. Sunbelt International Social Networks Conference, St. Petersburg, Florida.
- Martin, C. L. (2008, April). *Moving beyond the dyad: Dynamic systems, gender, and social relationships in young children*. Invited presentation, Gender Development Research Conference 2008, San Francisco.
- Clary, L. K.*, Palermo, F.*, Kreiger, T. C.*, DiDonato, M.*, Martin, C. L., Hanish, L. D., & Fabes, R. A. (2008, April). *Assessing differences in gender normative and gender non-normative children's characteristics and social play behaviors in preschool*. Poster presented at the Gender

Development Research Conference 2008, San Francisco.

- DiDonato, M. D.*, Martin, C. L., Palermo, F.*, Clary, L. K.*, Kreiger, T. C., Fabes, R. A., & Hanish, L. D. (2008, April). *How does gender non-normativity affect children's peer socialization opportunities?* Poster presented at the Gender Development Research Conference 2008, San Francisco.
- Briggs, P.*, Martin, C. L., Fabes, R. A., & Hanish, L. D. (2008, April). *Sex segregation hits the slopes: A Latent class analysis of preschoolers' preferences for same-sex peers.* Poster presented at the Gender Development Research Conference 2008, San Francisco.
- Goble, P. M.*, Hanish, L. D., Fabes, R. A., Martin, C. L., & Palermo, F. (2008, April). *Exploring the influence of social context on young children's gender-typed activity choices.* Poster presented at the Gender Development Research Conference 2008, San Francisco.
- Martin, C. L., Hanish, L. D., Fabes, R. A., Palermo, F., Briggs, P. T., & McGuire, J. (2007, March). Using observational data to characterize young children's social networks. Paper presented in B. Vaughn (Chair), *Characterizing social networks in preschool classrooms: Multiple methods, converging conclusions*, at the Biennial Meeting of the Society for Research in Child Development, Boston, MA.
- Moss, A. E.*, Fabes, R. A., Hanish, L. D., & Martin, C. L. (2007, March). *Teachers' perceptions of young children's school adjustment: The role of teacher-parent relationships.* Poster presented at the Biennial Meeting of the Society for Research in Child Development, Boston, MA.
- Fabes, R. A., Hanish, L. D., Martin, C. L., & Moss, A.* (2007, March). *Teachers' perceptions of preschoolers' adjustment to kindergarten: The role of children's attentional abilities.* Poster presented at the Biennial Meeting of the Society for Research in Child Development, Boston, MA.
- Clary, L. K.*, Palermo, F.*, Briggs, P. T.*, Kreiger, T. C.*, Martin, C. L., Fabes, R. A., & Hanish, L. D. (2007, March). *Social relationships and literacy in young gender non-normative girls.* Poster presented at the Biennial Meeting of the Society for Research in Child Development, Boston, MA.
- McGuire, J.*, Martin, C. L., Fabes, R. A., & Hanish, L. D. (March, 2007). The role of "Gender enforcers" in young children's peer interactions. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Boston, MA.
- Herzog, M. J.*, Palermo, F.*, Fabes, R. A., Hanish, L. D., & Martin, C. L. (March, 2007). *Teacher ratings of social competence: The influence of observed social behavior.* Poster presented at the Biennial Meeting of the Society for Research in Child Development, Boston, MA.

- Hanish, L. D., Martin, C. L., Fabes, R. A., & Barcelo, H. (March, 2007). The breadth of peer relationships among externalizing preschoolers: An illustration of the Q-connectivity method. Paper presented in P. C. Rodkin & L. D. Hanish (Chairs), *Social network analysis and children's peer relationships*, at the Biennial Meeting of the Society for Research in Child Development, Boston, MA.
- Hanish, L. D., Fabes, R. A., Martin, C. L., Clary, L. K.*, & Palermo, F.* (March, 2007). *Peer socialization of boys' and girls' aggression in early childhood: Does the gender of peers matter?* Paper presented in L. D. Hanish (Chair), *Gender differences in the form and function of aggression across the lifespan*, at the Biennial Meeting of the Society for Research in Child Development, Boston, MA.
- Benenson, J., Martin, C., Rose, A., & Underwood, M. (March, 2007). *Gender and peers: are there qualitative differences between boys and girls?* Invited breakout panel leader at the Biennial Meeting of the Society for Research in Child Development, Peer Relations Preconference, Boston, MA.
- Martin, C. L. (October, 2007). *Children's gender development and relationships*. Invited presentation, University of Rome.
- Martin, C. L. (October, 2006). Invited presentation. *Gendered lives of boys and girls*. Cowden Distinguished Professor Lecture Series.
- Hassett, J.*, Briggs, P.*, DiDonato, M., Berenbaum, S., Martin, C., & Wallen, K. (June, 2006). *Sex differences in object preferences in children and Rhesus monkeys*. Poster presented at the meetings of the Society for Behavioral Neuroendocrinology, Pittsburgh, PA, 2006.
- Hassett, J.*, Briggs, P.*, Wallen, K., Berenbaum, S., Martin, C., & DiDonato, M. (April, 2006). *Sex differences in object preferences in children and Rhesus monkeys*. Poster presented at the meetings of the Gender Development Research Conference, San Francisco, CA, 2006.
- Martin, C. L., & Fabes, R. A. (April, 2005). *Sex segregation and children's play patterns*. Invited presentation, University of Rome.
- Fabes, R. A., Martin, C. L., & Hanish, L. D. (November, 2005). *Peer relationships in childhood*. Paper presented at the meeting of the National Council on Family Relations, Phoenix, AZ.
- Martin, C. L. (November, 2005). *Early peer relationships and school success*. Paper presented at the meeting of the American Association of University Women, Phoenix, AZ.
- Moss, A. E.*, Fabes, R. A., Foster, S. A., Martin, C. L., & Hanish, L. D. (November, 2005). *Does mother*

know best? Parent and teacher reports: Links to child behavior. Poster presented at the meeting of the National Council on Family Relations, Phoenix, AZ.

- Martin, C. L., & Fabes, R. A. (April, 2005). *New methods for studying young children's peer interactions.* Paper presented at the Peer Preconference, Atlanta, Georgia.
- Palermo, F.*, Luckey, A. J.*, Hanish, L. D., Martin, C. L., & Fabes, R. A. (April, 2005). *Young children's academic readiness: what role does the teacher-child relationship play?* Paper presented at the biennial conference of the Society for Research in Child Development, Atlanta, GA.
- Acuna, R.*, Foster, S., Fabes, R. A., Martin, C. L., & Hanish, L. D. (April, 2005). *'Teacher! Teacher!': The role of teacher-child dependency in the relation of preschoolers' reticence and social competence.* Paper presented at the biennial conference of the Society for Research in Child Development, Atlanta, GA.
- Hanish, L. D., Martin, C. L., Fabes, R. A., Barcelo, H. Griffin, W. A., Schmidt, S. K., & Dodd, M. (April, 2005). *Methodological advances in studying peer relationships: The Q-connectivity approach.* Paper presented at the biennial conference of the Society for Research in Child Development, Atlanta, GA.
- Fabes, R. A., Martin, C. L., Hanish, L. D. Reesing, A., McGuire, J. Moss, A., Briggs, P. (April, 2005). *Prosocial segregation and exposure in young children's peer interactions.* Paper presented at the biennial conference of the Society for Research in Child Development, Atlanta, GA.
- Herzog, M.*, Schmidt, S. K.*, Madden-Derdich, D. A., Martin, C. L., Fabes, R. A., & Hanish, L. D. (April, 2005). *Pathways to play: A systematic approach to understanding other-sex interaction in preschool.* Paper presented at the biennial conference of the Society for Research in Child Development, Atlanta, GA.
- Schmidt, S. K.*, Hanish, L. D., Fabes, R. A., & Martin, C. L. (April, 2005). *Dyadic relationships and stability: Examining the role of gender and emotion in preschool peer interaction.* Paper presented at the biennial conference of the Society for Research in Child Development, Atlanta, GA.
- Schmidt, S. K.*, Griffin, W. A., Hanish, L. D., Martin, C. L., & Fabes, R. A. (October, 2004). *PlayMate: New data, new rules, and model validity.* Paper presented at Agent 2004, Chicago.
- Martin, C. L. (April 2004). *Sex segregation: Causes, variations, and microcultures.* Paper presented at the Gender Development Conference, San Francisco, CA.
- Griffin, W., Hanish, L., Martin, C., & Fabes, R. (2003). *Modeling playgroups in children: Determining*

validity and veridicality. Paper presented at Agent 2003, Chicago.

Fabes, R. A. & Martin, C. L. (April, 2003). *Beyond acceptance and rejection: Understanding the role of peers in early development and adjustment*. Presentation to the Center for Human Potential and Public Policy, University of Illinois, Chicago.

Dinella, L.*, & Martin, C. L. (April, 2003). *Gender stereotypes, gender identity, and preferences of self-identified tomboys and traditional girls*. Paper presented at the meetings of the Society for Research in Child Development, Tampa, FL.

Griffin, W., Hanish, L., Martin, C. L., & Fabes, R. A. (April, 2003). *Agent-based computer simulation models as methodological aids for the study of children's micro-social behavior*. Paper presented at the meetings of the Society for Research in Child Development, Tampa, FL.

Griffin, W. A., Martin, C., Fabes, R., Hanish, L., Anders, M., Leonard, S., & Herzog, M. (March, 2003). *A multi-agent computational model of the evolution in children's playgroup formation*. Lake Arrowhead Conference on Computation Social Science and Social Complexity. UCLA Center for Human Complex Systems. Lake Arrowhead, CA.

Griffin, W. A., Cree, W., Martin, C., Fabes, R. & Hanish, L. (May 2002b). *Emergent structure in children's play group formation*. Lake Arrowhead Conference on Computational Social Science and Social Complexity. UCLA Center for Human Complex Systems. Lake Arrowhead, CA.

Fabes, R. A., Martin, C. L., & Hanish, L. D. (October, 2002). *Patterns of social behavior as a function of children's prosocial dispositions: A consideration of peer socialization processes*. Paper presented at the Symposium on Prosocial Dispositions and Solidarity, Groningen, Netherlands.

Martin, C. L. & Fabes, R. A. (October, 2001). *Causes and consequences of gender segregation*. Paper presented at the Developmental Symposium, New York University, New York City, NY.

Martin, C. L. (April, 2001). *Gender development in perspective*. Invited address for the First Gender Development Conference, in association with the meetings of the Society for Research in Child Development, Minneapolis, MN.

Leonard, S. A.*, Fabes, R. A., Madden-Derdich, D., Martin, C. L., Spinrad, T., & Eisenberg, N. (April, 2001). *Preschoolers' social profiles: Examining the relations of temperament and behavior on social competence*. Presented at the meetings of the Society for Research in Child Development, Minneapolis, MN.

- Ryan, P.*, Logan, A., Hanish, L. D., Martin, C. L., & Fabes, R.A. (April, 2001). *Assessing the validity of self-, teacher-, and observer-ratings of peer victimization in young children*. Presented at the Biennial Meeting of the Society for Research in Child Development, Minneapolis, MN.
- Martin, C. L., & Fabes, R. A. (2000). *Igniting the flame: Teaching development*. Invited presentation for the National Institute on the Teaching of Psychology, St. Petersburg, Florida.
- Martin, C. L., & Fabes, R. A. (2000). *Making developmental psychology relevant to students*. Invited presentation for the Midwestern Institute on the Teaching of Psychology, Chicago, IL.
- Martin, C. L., & Fabes, R. A. (August, 1999). *Assessing the strength and stability of sex segregation in children*. Paper presented at the American Psychological Association.
- Fabes, R. A., & Martin, C. L. (April, 1999). *Consequences of sex segregation: A short-term longitudinal study*. Paper presented at the meetings of the Society for Research on Child Development, Albuquerque.
- Martin, C. L. (April, 1999). *Gender and relationships*. Discussion group leader for section of the Peer Preconference Workshop, Albuquerque.
- Leonard, S.*, Kupinoff, K., Fabes, R., & Martin, C. L. (August, 1998). *Parental coping with children's emotions: relations with children's emotional responding*. Paper presented at the meetings of the American Psychological Association, August, 1998.
- Martin, C. L. (August, 1997). *Gender cognitions and social relationships*. Invited address at the meetings of the American Psychological Association, Chicago.
- Martin, C. L. (April, 1997). *Building gender stereotypes*. Paper presented at the meetings of the Society for Research in Child Development, Washington, D. C.
- Wakefield, J.*, & Martin, C. L. (April, 1997). *Brain maturation, early experience, and gender development*. Paper presented at the meetings of the Society for Research in Child Development, Washington, D. C.
- Martin, C. L. (April, 1997). *The antecedents of gender stereotypes*. Invited address presented at the American Psychological Association-sponsored Festschrift Conference in honor of Dr. Janet Spence, at the University of Texas.
- Karbon, M.*, Martin, C. L., & Fabes, R. A. (March, 1996). *Young children's use of gender in impression formation*. Paper presented at the Southwestern Society for Research in Child Development, Park City, Utah.

- Fabes, R. A., Martin, C. L., Olson, D., & Wood, J. (March, 1996). *Consistency of young children's same- and other-sex peer group play preferences*. Paper presented at the meeting of the Southwestern Society for Research on Human Development, Park City, UT.
- Martin, C. L., Evans, S. M., Wyman, H. (March, 1995). *Children's appraisals and beliefs about playing with same- and other-sex peers*. Paper presented at the biennial meeting of the Society for Research in Child Development, Indianapolis, IN.
- Fabes, R. A., Martin, C. L., Smith, M., Guthrie, I., & Shepard, S. (March, 1995). *Relations of emotional reactivity and expressiveness to the quality of children's social interactions*. Paper presented at the biennial meeting of the Society for Research in Child Development, Indianapolis, IN.
- Fabes, R. A., Martin, C. L., Smith, M. C., Eisenberg, N., & Guthrie, I. (1994). *Physiological and behavioral correlates of children's peer group preferences*. Paper presented at the meetings of the Southwestern Society for Research in Human Development, Austin.
- Rose, H. A.*, & Martin, C. L. (1994). *Children's sex-role flexibility for activities, emotions, and occupations*. Paper presented at the meetings of the Society for Research in Human Development, Austin.
- Martin, C. L. (1993). *The influence of children's theories about groups on gender-based inferences*. Paper presented at the meetings of the Society for Research on Child Development, New Orleans.
- Rose, H. A.*, & Martin, C. L. (1993). *Children's gender-based inferences about others' activities, emotions, and occupations*. Paper presented at the meetings of the Society for Research on Child Development, New Orleans.
- Martin, C. L. (1992). *A new method of assessing interpersonal behavior*. Paper presented at the meetings of the National Council on Family Relations, Orlando.
- Martin, C. L., Eisenbud, L., & Rose, H. (1992). *Children's avoidance of attractive cross-sex toys*. Paper presented at the meetings of the Southwestern Society for Research on Human Development, Tempe, AZ.
- Fabes, R. A., Martin, C. L., Eisenberg, N., Smith, M., & Rogers, J. (1992). *Temperamental correlates of children's same- and other-sex peer preferences*. Paper presented at the meetings of the Southwestern Society for Research on Human Development, Tempe.
- Martin, C.L. (1991). *Age changes in gender stereotypes*. Invited address presented at the meetings of the Midwestern Psychological Association, Chicago.
- Martin, C. L., Fabes, R. A., & Rose, H. (1991). *How the sexes perceive one another*. Paper presented

at the meetings of the National Council on Family Relations, Denver.

- Martin, C.L. & Rose, H. (1991). *Children's gender-based distinctiveness theories*. Paper presented at the meetings of the Society for Research on Child Development, Seattle.
- Martin, C.L. (1991). *Cognitive influences on the development of gender segregation*. Paper presented at the meetings of the Society for Research on Child Development, Seattle.
- Rose, H.*, Fabes, R.A., Martin, C.L., & Karbon, M. (1990). *We don't cry in our family: Family expressiveness types and offspring's emotionality*. Paper presented at the meetings of the National Council on Family Relations, Seattle.
- Fabes, R.A., & Martin, C.L. (1990). *Stereotypes of emotionality in others*. Paper presented at the meetings of the American Psychological Society, Dallas (June).
- Levy, G., & Martin, C.L. (1990). *A neo-Piagetian interpretation of aspects of gender-role development*. Paper presented at the meetings of the Jean Piaget Society, Philadelphia (May).
- Martin, C.L., Fabes, R.A., Eisenbud, L., Karbon, M.M., & Rose, H. (1990). *Boys don't cry: Children's distortion of others' emotions*. Paper presented at the meetings of the Southwestern Society for Research on Human Development, Dallas.
- Martin, C.L., & Parker, S. (1989). *Beliefs about the causes of sex and race differences*. Paper presented at the meetings of the National Council on Family Relations, New Orleans.
- Martin, C.L. (1989). *Developing gender stereotypes*. Paper presented at the Sex and Gender Conference, Nags Head, NC.
- Martin, C.L. (1989). *The acquisition of gender-related knowledge*. Paper presented at the meetings of the Society for Research in Child Development, Kansas City.
- Martin, C.L. (1989). *Beyond knowledge-based conceptions of schematic processing*. Paper presented at the meetings of the Society for Research in Child Development, Kansas City.
- McFarlane, J.,* Williams, T., & Martin, C.L. (1988). *Determinants of women's physical and mood experiences: menstrual versus weekday cycles*. Paper presented at the meetings of the Canadian Psychological Association.
- Martin, C.L. (1988). *Children's use of cues in generalizing social information*. Paper presented at the meetings of the American Psychological Association, Atlanta.
- Martin, C.L. (1988). *Learning gender-related knowledge*. Paper presented at the meetings of the Sex

and Gender Conference, Nags Head, N.C.

- Rodgers, R.H., & Martin, C.L. (1987). *Marital separation resulting from work requirements and marital conflict: A comparative analysis*. Paper presented at the meetings of the National Council on Family Relations, Atlanta.
- Martin, C.L. (1987). *Measuring stereotypes of girls, boys, sissies, and tomboys*. Paper presented at the meetings of the National Council on Family Relations, Atlanta.
- Martin, C.L. (1987). *The priming effects of physical differences on stereotyping*. Paper presented at the meetings of the American Psychological Association, New York.
- Martin, C.L. (1987). *Learning to stereotype: Children's generalization of social information*. Paper presented at the meetings of the American Psychological Association, New York.
- Paulhus, D.L., & Martin, C.L. (1987). *The measurement of interpersonal flexibility*. Paper presented at the meetings of the International Society for the Study of Individual Differences, Toronto.
- Martin, C.L., & Wood, C.H. (1987). *Children's sex-typed interest attributions*. Paper presented at the meetings of the Society for Research in Child Development, Baltimore.
- Martin, C.L., & Bullock, M. (1986). *Learning stereotypes: Biases in judging characteristics of group members*. Paper presented at the meetings of the American Psychological Association, Washington.
- Little, J.K.*, & Martin, C.L. (1986). *Response biases in assessing gender constancy*. Paper presented at meetings of the Canadian Psychological Association, Toronto.
- Martin, C.L. (1986). *Sex differences in interpersonal capabilities*. Paper presented at the meetings of the Canadian Psychological Association, Toronto.
- Martin, C.L. (1985). *Why are tomboys and sissies evaluated differently?* Paper presented at the meetings of the American Psychological Association, Los Angeles.
- Martin, C.L. (1985). *The influence of sex stereotypes on children's impression formation*. Paper presented at meetings of the Society for Research in Child Development, Toronto.
- McFarlane, J.,* Martin, C.L., & Williams, T.M. (1985). *Actual and perceived mood fluctuations: Menstrual phase versus day of week*. Paper presented at the meetings of the Canadian Psychological Association, Halifax.
- Martin, C.L. (1985). *The development of gender roles*. Paper presented at meetings of the International

Society for the Study of Behavioral Development, Tours, France.

- Martin, C.L. (1984). *Assessing the accuracy of sex stereotypes and their relation to individual self concepts*. Paper presented at the meetings of the American Psychological Association, Toronto.
- Martin, C.L., & Paulhus, D.L. (1984). *A new approach to assessing interpersonal flexibility: Functional flexibility*. Paper presented at meetings of the American Psychological Association, Toronto.
- Martin, C.L., & Rodgers, R.H. (1983). *An interdisciplinary approach to family reorganization following separation/divorce/remarriage*. Paper presented at meetings of the National Council on Family Relations, St. Paul.
- Paulhus, D.L., & Martin, C.L. (1983). *Predicting adult personality from minor physical anomalies*. Paper presented at meetings of the American Psychological Association, Anaheim.
- Martin, C.L. (1983). *Adults' perceptions of young children*. Paper presented at meetings of the Learned Societies, Vancouver.
- Paulhus, D.L., & Martin, C.L. (1983). *Minor physical anomalies and psychological temperament in college students*. Paper presented at meetings of the Western Psychological Association, San Francisco.
- Bradbard, M.R., Endsley, R.C., Halverson, C.F., & Martin, C.L. (1983). *Schematic processing in sex role development: The importance of age, sex, and incentives applied during recall*. Paper presented at meetings of the Society for Research in Child Development, Detroit.
- Martin, C.L., & Halverson, C.F. (1983). *The development of understanding of reverse stereotypes*. Paper presented at meetings of the Society for Research in Child Development, Detroit.
- Martin, C.L. (1982). *Sex roles and children's memory distortions*. Paper presented at meetings of the National Council on Family Relations, Washington, D.C.
- Halverson, C.F., & Martin, C.L. (1982). *Schematic processing and sex typing in children*. Paper presented at meetings of the American Psychological Association, Washington, D.C.
- Paulhus, D.L., & Martin, C.L. (1982). *Trait extremity, sex-role dimensions and memory for trait information*. Paper presented at meetings of the American Psychological Association, Washington.
- Halverson, C.F., & Martin, C.L. (1981). *Mother-infant stability over time*. Paper presented at meetings of the Society for Research in Child Development, Boston.

Martin, C.L. (1981). Schematic processing of sex-typed information in young children. Paper presented at the meetings of the Society for Research in Child Development, Boston.

Jaudon, J., Halverson, C.F., Kropp, J., & Martin, C.L. (1980). *Darth Vader vs. Tinkerbell: The role of sex stereotyping in children's Halloween costumes*. Paper presented at meetings of the Southeastern Conference on Human Development, Alexandria, Virginia.

James, C., & Martin, C.L. (1974). *The reconstruction of active and passive sentences from lexical memory*. Paper presented at the meetings of the Eastern Psychological Association, Boston.

Educational Curricula and Resources

Gaertner, B.*, Sallquist, J.*, Hanish, L. D., Martin, C. L., & Fabes, R. A. (2010). *Sanford Harmony Program: Early Childhood Program*. Unpublished Manuscript, Arizona State University.

Miller, C.*, Kochel, K.*, Updegraff, K., Martin, C. L., Fabes, R. A., & Hanish, L. D. (2010). *Sanford Harmony Program: Intermediate Program*. Unpublished Manuscript, Arizona State University.

Graduate and Postdoctoral Mentorship (list can be provided)

Recent Student Honors and Awards

Lisa Dinella, awarded Postdoctoral Research Training Fellowship, American Psychological Association and Institute of Educational Sciences, 2004-2006.

Professional Activities/Editorial Activities

Executive Director, Lives of Girls and Boys Enterprise, ASU (2009- present)

Executive Director, Sanford Harmony Program, ASU (2008-present)

Co-Organizer of the Gender Development Conference: year 1, Minneapolis, April 2001; year 2, Tampa, April 2003; year 3, San Francisco 2004; year 4, San Francisco 2006; year 5, San Francisco 2008, year 6 San Francisco 2010, year 7 San Francisco, 2012; year 8 San Francisco, 2014.

Martin CL, Topic Editor for Gender: early socialization. In: Tremblay RE, Boivin M, Peters RDeV, Barr RG, eds. *Encyclopedia on Early Childhood Development* (2013). Montreal, Quebec: Centre of Excellence for Early Childhood Development; 2011. Available at: <http://www.child-encyclopedia.com/en-ca/gender-early-socialization/how-important-is-it.html>.

Panel Co-Chair (Gender Panel) for Society for Research in Child Development, 2013-2014.

Lunch with Leaders, SRCD 2013, Seattle, WA.

Meet the Scientists, SRA 2012, Vancouver, B.C.

Associate Editor for *Developmental Psychology* (2001- 2004).

Chair of Social Cognition Panel for 2001 meeting of Society for Research in Child Development

Member of Grant Review Panel, National Science Foundation (2002).

National Science Foundation panel (invited member) on stereotyping, discrimination, prejudice, Washington, D.C., June, 1999; November 1999.

National Science Foundation panel (invited member) on children's transition to school, Birmingham, August 1999.

Member of Research Group for Southwest Autism Research Center (1996-2001)

Member of Grant Review Panel, National Institutes of Mental Health, 1993.

Editorial Board for *Archives of Sexual Behavior* (2011-- present)

Editorial Board for *Child Development* (1994-2001).

Editorial Board for *Developmental Psychology* (1993-1994).

Editorial Board for *Psychology of Women Quarterly* (1994-1998).

Editorial Board for *Annual Review of Social and Personality Psychology* (1993-1994).

Guest Reviewer for *Psychological Review*, *Psychological Bulletin*, *Child Development*, *Developmental Psychology*, *Social Development*, *Psychological Science*, *Journal of Personality and Social Psychology*, *Sex Roles*, *Personality and Social Psychology Bulletin*, *Current Letters in Psychology*, *Evolution and Human Behavior*, *Canadian Journal of Behavioral Science*, *Journal of Comparative Psychology*, *Child Development Perspectives*.

Guest Reviewer, Social Science Research Council (UK), 2010.

Guest Reviewer for Division 7, American Psychological Association meetings, Toronto, 1984.

Guest Reviewer for Society for Research in Child Development meetings, 1987, 1989, 1991, 1993, 1995, 1997, 1999, 2003, 2005, 2009, 2013.

Guest Reviewer for Section on Women and Psychology, Canadian Psychological Association, Vancouver, 1987.

Guest Reviewer, National Science Foundation, 1986; 1993.

Guest Reviewer, Social Science and Humanities Research Council (Canada)

Secretary/Treasurer, Family Discipline Section, National Council on Family Relations (1993-1995).

Co-organizer of the Sixth Annual Sex and Gender Conference, Nags Head, North Carolina, 1989.

Participant in the Southwestern Institute for Research on Women summer conference in Tuscon, 1989.

Professional Memberships

Society for Research in Child Development

National Council on Family Relations

American Psychological Association

American Psychological Society

American Psychological Society Southwestern Institute for Research on Women

Departmental Service (ASU)

Graduate Committee (2011-2014).

Search Committee (2013).

Interdisciplinary Research Facilitator (2006 -- 2009).

Personnel Committee, 1992-1994; 1996-1998; 1998-2010 (Chair for 2006-2010); 2014-present (co-Chair).

Chair, Search Committee for two Child Development positions (2004-2005; 2005-2006).

Southwest Borderland Search Committee (2004-2005; 2005-present).

Personnel/Bylaws Planning Committee for new School (2004—2006).

Strategic Planning Committee (2003-2004).

Program Review Committee (1999-2000).

Ph. D. Executive Committee (1998--2000).

Executive Committee for Family Resources and Human Development (1996--2000).

Search Committee (1994, 1995, 1996-1997, 1998-9; 2003-2004; 2011-2012).

Southwest Borderlands Search Committee (2003-2004).

Area Coordinator (ASU), 1990-1992.

Ph.D. Planning Committee (ASU), 1988--1995.

Graduate Committee (ASU), 1988--1992.

Child Development Laboratory Advisory Committee (ASU), 1988--1996.

Selected by Women's Studies to take part in Faculty Development Project, Spring, 1991.

University Service

Assisted ASU Development Office in writing proposal for large scale project (2013-present)

Presidents' Weekend break-out session on the Sanford Harmony Program (November, 2013)

Planning for Sanford School Launch (2013)

University Personnel Committee (1992-1994)

University Committee on Committees (1992-1993)

Faculty Senator from Women's Studies (1992-1994)

Honors

Cowden Distinguished Professor (2003- present)

Fellow (Division 7) American Psychological Association (1999).

Marion Porter Prize for the most significant feminist research article from a journal or anthology for McFarlane, J., Martin, C.L., & Williams, T.M., Mood fluctuations: women versus men and menstrual versus other cycles. (published in *Psychology of Women Quarterly*, 1988, 12, 201-223). Awarded by the Canadian Research Institute for the Advancement of Women.

Association for Women in Psychology award in recognition of outstanding psychological research by graduate/undergraduate students for Martin, C.L., & Halverson, C.F. (1983). Gender constancy: A methodological and theoretical analysis. *Sex Roles*, 9, 775-790.

Association for Women in Psychology award in recognition of outstanding psychological research by graduate/undergraduate students for McFarlane, J., Martin, C.L., & Williams, T.M. Actual and perceived mood fluctuations: Menstrual phase versus day of week (I was co-adviser with Williams).

Fellow Association for Psychological Science (2009).

Cecilia Menjivar
Full CV (December 2014)

T Denny Sanford School of Social and Family Dynamics
Arizona State University
Tempe, AZ 85287-3701

Phone: 480-727-0863
Fax: 480-965-6779
E-mail: menjivar@asu.edu

Positions Held

2012- Associate Director, T Denny Sanford School of Social and Family Dynamics
2007-2009 & 2010-2012 Graduate Studies Director, Sociology, School of Social and Family Dynamics
2008- Cowden Distinguished Professor, School of Social and Family Dynamics
2005-2007 Associate Professor, Program in Sociology, School of Social and Family Dynamics, ASU.
2001-2005 Associate Professor, School of Justice and Social Inquiry, Arizona State University.
1996-2001 Assistant Professor, School of Justice and Social Inquiry, Arizona State University.
9/94-12/95 Post-doctoral Fellow, RAND Corporation.
8/92-8/94 Chancellor's Postdoctoral Fellow, University of California, Berkeley.

Affiliations (at Arizona State University)

2006- School of Transborder Studies.
2005- Honors Faculty, Barrett, The Honors College.
2006- Founding Research Faculty, North American Center for Transborder Studies.
2005- Center for Population Dynamics.
2004- Center for the Study of Religion and Conflict.
2000- Asian Pacific American Studies Program.
1996-2006 Center for Latin American Studies.
1996- Women and Gender Studies Program.

Affiliations, Appointments, Fellowships, and Visiting Positions (not at Arizona State University)

2014 Visiting Scholar (one week seminar on gender violence), Center for Gender & Leadership, Yerevan State University, Armenia (October)
2014 John Simon Guggenheim Fellowship
2013-2015 National Academy of Sciences/National Research Council Committee on Immigrant Integration
2012-2013 Immigration Policy Center, Washington DC, Senior Fellow (area: Immigrant Women)
2006-2008 Research Affiliate, Center on Race, Religion, and Urban Life (CORRUL), Rice University
2006 Fellow (not in residence), Mexican American and U.S. Latino Research Center, Texas A & M
2006-2012 Member, Working Group on Childhood and Migration (Drexel University)
2005 Visiting Professor, Yerevan State University, Yerevan, Armenia (Fall)
2003 Visiting Scholar, Maison des Sciences de l'Homme, Paris, France (Spring)
2000- External Research Associate, Center for Comparative Immigration Studies, UC San Diego

Education

1992 Ph.D., Sociology. University of California, Davis.
1986 Master of Arts, Sociology. University of California, Davis.
1983 Master of Science, International Education. University of Southern California. Areas: Policy, Planning, and International Development.
1981 Bachelor of Arts, Psychology and Sociology, University of Southern California.

Workshops and Additional Training

- 1996 Southwest Institute for Research on Women Summer Institute “Global Processes, Local Lives: Comparative Approaches to Women’s and Area Studies,” University of Arizona.
- 1989 University of Texas, Austin. IUP (training in qualitative methods). Summer.
- 1986, 1988 University of Michigan, Ann Arbor, Summer ICPSR (training in advanced quantitative methods).
- 1985-86 Graduate Group in Demography, UC Berkeley. Demographic Theory and methods.
- 1984 University of Texas, El Paso (LULAC). Training in counseling for immigrant teenagers.
- 1983 University of California, Los Angeles. Non-formal Education and Development Seminars.
- 1982 Université de Genève, Faculté de Lettres, Langue et Civilisation. Intermediate-advance French language.

Publications

Books and edited volumes

- 2014 Cecilia Menjívar. *Eterna Violencia: Vidas de las mujeres ladinas en Guatemala*. Guatemala: Ediciones del Pensativo & FLACSO-Guatemala. Adapted & translated from *Enduring Violence: Ladina Women’s Lives in Guatemala*.
- 2014 Cecilia Menjívar and Daniel Kanstroom. (Eds.) *Constructing Immigrant “Illegality”: Critiques, Experiences, and Responses*. New York, NY: Cambridge University Press
- 2011 Cecilia Menjívar. *Enduring Violence: Ladina Women’s Lives in Guatemala*. Berkeley, CA: University of California Press.
- Distinguished Scholarship Award, Pacific Sociological Association, 2012
 - Mirra Komarovsky Book Award, Eastern Sociological Society, 2012
 - 2011 Hubert Herring Best Book Award, Pacific Coast Council on Latin American Studies (PCCLAS).
- 2008 Havidán Rodríguez, Rogelio Saenz and Cecilia Menjívar. (Eds.) *Latinos/as in the United States: Changing the Face of América*. New York: Springer
- 2005 Cecilia Menjívar and Nestor P. Rodríguez. (Eds.) *When States Kill: Latin America, the US, and Technologies of Terror*. Austin, TX: University of Texas Press.
- 2003 Cecilia Menjívar (Ed.) *Through the Eyes of Women: Gender, Social Networks, Family and Structural Change in Latin America and the Caribbean*.” Ontario, Canada: de Sitter Publications. *Based on special issue of *Journal of Developing Societies* (see below)
- 2000 Cecilia Menjívar. *Fragmented Ties: Salvadoran Immigrant Networks in America*. Berkeley, CA: University of California Press.
- Among the 12 most influential books on the family since 2000, *Contemporary Sociology* 42 (3): 324-331 (2013)
 - William J. Goode Outstanding Book Award, American Sociological Association Family Section, 2001
 - Thomas and Znaniecki Book Award, Honorable mention, American Sociological Association International Migration Section, 2001
 - Choice Outstanding Academic Title in Social and Behavioral Sciences, 2002

Special Issues of Professional Journals

- 2014 Elizabeth Aranda, Cecilia Menjívar, and Katharine M. Donato (Guest editors). "Spillover Effects of Immigration Enforcement in Local Contexts." *American Behavioral Scientist*, 58 (13) November.
- 2012 Jørgen Carling, Cecilia Menjívar, and Leah Schmalzbauer (Guest editors). "Transnational Parenthood." *Journal of Ethnic and Migration Studies*, 38 (2) February.
- 2008 Adrian Pantoja, Cecilia Menjívar, and Lisa Magaña (Guest editors). The Spring Marches of 2006: Latinos, Immigration, and Political Mobilization in the 21st Century. *American Behavioral Scientist*, 52 (4) December.
- 2006 Cecilia Menjívar (Guest editor). Public Religion and Immigration across National Contexts. *American Behavioral Scientist*, 49 (11) July.
- 2002 Cecilia Menjívar (Guest editor, double issue). Structural Changes and Gender Relations in Latin America and the Caribbean. Double issue of the *Journal of Developing Societies*, 18 (2-3).

Peer-Reviewed Articles (*denotes current, former student or post-doc co-author)

- Forthcoming William Simmons, Cecilia Menjívar and Michelle Téllez. "Violence and Vulnerability of Female Migrants in Drop Houses in Arizona: The Predictable Outcome of a Chain Reaction of Violence." *Violence Against Women*
- Forthcoming María E. Enchautegui and Cecilia Menjívar. "Paradoxes of Family Reunification Law: Family Separation and Reorganization Under the Current Immigration Regime." *Law & Policy*
- Forthcoming *Haruna Fukui and Cecilia Menjívar. "Bound by Inequality: The Social Capital of Older Asian and Latinos." *Ethnography*
- 2015 Cecilia Menjívar. "Immigration Law Beyond Borders: Externalizing and Internalizing Border Controls in an Era of Securitization." *Annual Review of Law and Social Science*, 10: 353-369
- 2014 *Jennifer Arney and Cecilia Menjívar. "Medicalization of Emotionality in DTCA: Techniques Used to Expand the Antidepressant Market." *Sociological Inquiry*, 84 (4): 519-544
- 2014 Victor Agadjanian, *Evgenia Gorina, and Cecilia Menjívar. "Economic Incorporation, Civil Inclusion, and Social Ties: Plans to Return Home among Central Asian Migrant Women in Moscow, Russia." *International Migration Review*, 48 (3): 577-603. (Lead article)
- 2014 Elizabeth Aranda, Cecilia Menjívar and Katharine M. Donato. "The Spillover Consequences of an Enforcement-First U.S. Immigration Regime." *American Behavioral Scientist*, 58 (13): 1687-1695.
- 2014 Cecilia Menjívar. The "Poli-Migra": Multi-layered legislation, enforcement practices, and What We Can Learn About and From Today's Approaches." *American Behavioral Scientist*, 58 (13): 1805-1819.
- 2014 Cecilia Menjívar. "Reflecting on Enduring Violence." *Society*, 51 (4): 401-403.
- 2014 *Silvia Dominguez and Cecilia Menjívar. "Beyond Individual and Visible Acts of Violence: A Framework to Examine the Lives of Women in Low-Income Neighborhoods." *Women's Studies International Forum* 44 (1): 184-195

- 2013 Carlos Santos and Cecilia Menjívar. "Youth's Perspective on Senate Bill 1070 in Arizona: The Socio-economic Effects of Immigration Policy." *Association of Mexican-American Educators (AMAE) Journal*, Special invited issue, 7 (2): 7-17. (Lead article)
- 2013 Cecilia Menjívar. "Central American Immigrant Workers and Legal Violence in Phoenix, Arizona." *Latino Studies*, 11 (2): 228-252
- 2013 *Zeynep Kiliç and Cecilia Menjívar. "Fluid Adaptation of Contested Identities: Second Generation Turks in Germany and the United States." *Social Identities*, 19 (2): 204-220.
- 2012 Tanya Golash-Boza and Cecilia Menjívar. "Causes and Consequences of International Migration: Sociological Evidence for the Right to Mobility." *The International Journal of Human Rights*, 16 (8): 1213-1227.
- 2012 *Olivia Salcido and Cecilia Menjívar. "Gendered Paths to Legal Citizenship: The Case of Latin-American Immigrants in Phoenix." *Law & Society Review* 46 (2): 335-368.
- Reprinted in *Immigration, Refugee & Citizenship Law eJournal*, Vol. 14, No. 67. (Lead article)
- 2012 Cecilia Menjívar and *Leisy J. Abrego "Legal Violence: Immigration Law and the Lives of Central American Immigrants." *American Journal of Sociology*, 117 (5): 1380-1421.
- Best Article Award, Latino/a Section, American Sociological Association, 2014
 - Best Article Award, Latino Studies Section, Latin American Studies Association 2013
- Spanish adaptation & translation: "Violencia Legal: Ley de inmigración y las vidas de los inmigrantes centroamericanos." Pp. 173-246 in *Visiones de acá y de allá: Implicaciones de la política antimigrante en las comunidades de origen mexicano en Estados Unidos y México*, edited by Carlos G. Vélez-Ibáñez, Roberto Sánchez Benítez and Mariángela Rodríguez Nicholls. México D.F.: UNAM, 2014
- 2012 *Aysem R. Şenyürekli and Cecilia Menjívar. "Turkish Immigrants' Hopes and Fears Around Return Migration." *International Migration*, 50 (1): 3-19 (Lead article)
- 2012 Cecilia Menjívar. "Transnational Parenting and Immigration Law: The Case of Central Americans in the United States." *Journal of Ethnic and Migration Studies*, 38 (2): 301-322.
- 2012 *Nels Paulson and Cecilia Menjívar. "Religion, the State, and Disaster Relief in the United States and India." *International Journal of Sociology and Social Policy*, 32 (3-4): 179-196.
- 2012 Jørgen Carling, Cecilia Menjívar, and Leah Schmalzbauer. "Central Themes in the Study of Transnational Parenthood." *Journal of Ethnic and Migration Studies*, 38 (2): 191-217.
- 2011 Cecilia Menjívar. "The Power of the Law: Central Americans' Legality and Everyday Life in Phoenix, Arizona." *Latino Studies*, 9 (4): 377-395. (Lead article)
- 2011 Victor Agadjanian and Cecilia Menjívar. "Fighting Down the Scourge, Building up the Church: Organizational Constraints in Religious Involvement with HIV/AIDS in Mozambique." *Global Public Health*, 6 (2): S148-S162.
- 2011 *Leisy J. Abrego and Cecilia Menjívar. "Immigrant Latina Mothers as Targets of Legal Violence." *International Journal of Sociology of the Family*, 37 (1): 9-26. (Lead article of special issue)

- 2011 *Sean McKenzie and Cecilia Menjívar. "The Meanings of Migration, Remittances, and Gifts: The views of Honduran Women Who Stay." *Global Networks: a Journal of Transnational Affairs*, 11 (1): 63-81.
- 2010 *Lilian Chavez and Cecilia Menjívar. "Children without Borders: A Mapping of the Literature on Unaccompanied Migrant Children to the United States." *Migraciones Internacionales*, 5 (3): 71-111.
- 2010 Cecilia Menjívar. "Immigrants, Immigration, and Sociology: Reflecting on the State of the Discipline." Inaugural Sociological Inquiry Distinguished Essay, *Sociological Inquiry*, 80 (1): 3-26. (Lead article)
- 2008 Adrian Pantoja, Cecilia Menjívar and Lisa Magaña. "The Spring Marches of 2006: Latinos, Immigration, and Political Mobilization in the 21st Century." *American Behavioral Scientist* 52 (4): 499-506.
- 2008 Cecilia Menjívar. "Corporeal Dimensions of Gender Violence: Women's Self and Body in Eastern Guatemala." *Studies in Social Justice*, 2(1): 12-26
- 2008 Cecilia Menjívar. "Educational Hopes, Documented Dreams: Guatemalan and Salvadoran Immigrants' Legality and Educational Prospects." *The ANNALS of the American Academy of Political and Social Science*, 620 (1): 177-193.
- 2008 Cecilia Menjívar. "Violence and Women's Lives in Eastern Guatemala: A Conceptual Framework." *Latin American Research Review* 43 (3): 109-136.
- An earlier version was published as "Violence and Women's Lives in Eastern Guatemala: A Conceptual Framework." 2008. WID (*Women & International Development*) Working Paper Series, #290 (refereed), Michigan State University: Center for Gender in Global Context.
- 2008 Victor Agadjanian and Cecilia Menjívar. "Talking through the "Epidemic of the Millennium": Congregation-based informal communication about HIV/AIDS in Mozambique." *Social Problems* 55 (3): 301-321 (Lead article)
- 2007 Cecilia Menjívar and Victor Agadjanian. "Men's Migration and Women's Lives: Views from Rural Armenia and Guatemala." *Social Science Quarterly* 88 (5): 1243-1262.
- Reprinted in *Web Anthology on Migration and Remittances* (Topic 15), edited by Richard H. Adams, Jr., Hein de Haas, Richard Jones, and Una O. Osili. New York: Social Science Research Council, 2012
- 2006 Cecilia Menjívar. "Public Religion and Immigration across National Borders." *American Behavioral Scientist*, 49 (11): 1447-1454
- 2006 Cecilia Menjívar. "Global Processes and Local Lives: Guatemalan Women's Work at Home and Abroad." *International Labor and Working Class History* 70 (1): 86-105.
- 2006 Cecilia Menjívar. "Family Reorganization in a Context of Legal Uncertainty: Guatemalan and Salvadoran Immigrants in the United States." *International Journal of Sociology of the Family*, 32 (2): 223-245.
- Reprinted in pp. 90-114, *Globalization and the Family*, edited by Nazli Kibria and Sunil Kukreja. New Delhi & Kuala Lumpur: Ashwin-Anoka Press, 2007.
- 2006 Cecilia Menjívar. "Liminal Legality: Salvadoran and Guatemalan Immigrants' Lives in the United States." *American Journal of Sociology*, 111 (4): 999-1037.

Featured in Discoveries: New and Noteworthy Social Research, as "Between 'documented' and

‘undocumented.’” *Contexts: Understanding People in their Social Worlds*, 5 (4): 8-9 (2006)

- Winner, Best Article Award, 2007, Latino/a Section, American Sociological Association

- 2005 *Michelle Moran-Taylor and Cecilia Menjívar. “Unpacking Notions of Return: Guatemalan and Salvadoran Migrants in Phoenix.” *International Migration*, 43 (4): 91-131.
- 2004 Cecilia Menjívar and *Cynthia Bejarano. “Latino Immigrants’ Perceptions of Crime and of Police Authorities: A Case Study from the Phoenix Metropolitan Area.” *Ethnic and Racial Studies*, 27 (1): 120-148.
- 2003 Cecilia Menjívar. “Reflections from One Latino Field: Notes from Research Among Central Americans in the United States.” *Cahiers des Amériques Latines*, 42 (1): 69-80.
- 2003 Cecilia Menjívar. “Religion and Immigration in Comparative Perspective: Salvadorans in Catholic and Evangelical Communities in San Francisco, Phoenix, and Washington D.C.” *Sociology of Religion*, 64 (1): 21-45.
- Featured in Discoveries: New and Noteworthy Social Research, as “Different Paths to Americanism,” *Contexts: Understanding People in their Social Worlds*, 3 (2): 9 (2004)
- 2002 Cecilia Menjívar and *Sang Kil. “For Their Own Good: Benevolent Rhetoric and Exclusionary Language in Public Officials’ Discourse on Immigrant-related Issues” *Social Justice*, 29(1-2): 160-176.
- 2002 Cecilia Menjívar and *Olivia Salcido. “Immigrant Women and Domestic Violence: Common Experiences in Different Countries.” *Gender & Society*, 16 (6): 898-920.
- Reprinted in pp. 123-136, *Gender Through the Prism of Difference*, edited by Maxine Baca Zinn, Pierrette Hondagneu-Sotelo and Michael A. Messner. Oxford: Oxford University Press, 2005 (3rd edition).
- 2002 Cecilia Menjívar. “The Ties that Heal: Guatemalan Immigrant Women’s Networks and Medical Treatment.” *International Migration Review*, 36 (2): 437-466.
- 2002 Cecilia Menjívar. “Living in two worlds?: Guatemalan-origin children in the United States and emerging transnationalism.” *Journal of Ethnic and Migration Studies*, 28 (3): 531-552.
- 2002 Cecilia Menjívar. “Structural Changes and Gender Relations in Latin America and the Caribbean.” *Journal of Developing Societies*, 18 (2-3): 1-10.
- 2001 Cecilia Menjívar. “Latino Immigrants and Their Perceptions of Religious Institutions: Cubans, Salvadorans, and Guatemalans in Phoenix, AZ.” *Migraciones Internacionales* 1 (1): 65-88. (Invited, peer-reviewed article for inaugural issue.)
- 2001 *Emily Skop and Cecilia Menjívar. “Phoenix: The Newest Latino Immigrant Gateway?” *Association of Pacific Coast Geographers Yearbook*, 63: 63-76.
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- 1992 Anita Leal and Cecilia Menjívar. "Xenophobia or Xenophilia?: Hispanic Women in Higher Education," Pp. 93-103 in *Perspectives on Minority Women in Higher Education*, edited by L.B. Welch. New York, Westport & London: Praeger.

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- Forthcoming *Haruna Fukui and Cecilia Menjívar. "Gender and Social Networks of Migrants." *Encyclopedia of Migration*, edited by Susan K. Brown and Frank D. Bean, Springer Reference
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- 2013 Cecilia Menjívar "Salvadorans" *ABC-Clio Encyclopedia of American Immigration*, edited by Elliott R. Barkan.
- 2013 Cecilia Menjívar. "Central America: Gender and Migration." Pp. 897-901 in *Encyclopedia of Global Human Migration*, Vol. 2, edited by Immanuel Ness et al. Malden, MA: Wiley Blackwell.
- 2013 Cecilia Menjívar. "Domestic Violence, Abuse, and Migration." Pp. 1251-1256 in *Encyclopedia of Global Human Migration*, Vol. 3, edited by Immanuel Ness et al. Malden, MA: Wiley Blackwell.
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- 2006 Cecilia Menjívar. "Central Americans." Pp. 134-137 in *Latinas in the United States: A Historical Encyclopedia*, Volume 1, edited by Vicki L. Ruiz and Virginia Sánchez-Korrol. Indiana University Press.
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<http://gendersociety.wordpress.com/2014/03/26/enduring-violence/>
- 2009 "Immigration Reform: A Country Divided, Or a Richer Society?" *Religion Dispatches*, November 20.
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- 2013 Cecilia Menjívar and William P. Simmons. "Insecure Communities in Maricopa County: Latino Perceptions of Police Involvement in Immigration Enforcement." Report prepared for the National Day Labor Organizing Network/Puente, presented at the Insecure Communities and Community Mistrust forum, Phoenix, AZ, December 11th.
- 2013 Cecilia Menjívar and Olivia Salcido. "Gendered Paths to Legal Status: The Case of Latin American Immigrants in Phoenix, Arizona." (Special Report) Washington, DC: Immigration Policy Center, American Immigration Council. <http://www.immigrationpolicy.org/special-reports/gendered-paths-legal-status-case-latin-american-immigrants-phoenix-arizona>
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- 2008 Cecilia Menjívar. "Unaccompanied Migrant Children: A First Step at Mapping What We Know." Report prepared for FUNDEMEX, ASU's Office of the President, and the Office of the First Lady of Mexico. April 27th. (CePoD Working Paper #2008-108)
- 2005 Cecilia Menjívar. "Migraciones y Transformaciones en la Familia." (Chapter 7). Informe sobre Desarrollo Humano (Human Development Report), United Nations Development Program, San Salvador, El Salvador. <http://www.desarrollohumano.org.sv/migraciones>
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- 1999 Cecilia Menjívar et al. "Contemporary Latino Migration to the Phoenix Metropolitan Area." Report presented to the Center for Urban Inquiry, Arizona State University.
- 1995 Cecilia Menjívar. "Social Networks Among Salvadorans in California." Pp. 47-51 in *Central Americans in California: Transnational Communities, Economies and Cultures*, edited by Nora Hamilton and Norma Chinchilla. The Center for Multiethnic and Transnational Studies, University of Southern California, Occasional Papers Series, Monograph No.1.
- 1994 Cecilia Menjívar. "Social Networks Dynamics: Implications for Salvadoreans in San Francisco." *University of California, Berkeley Chicano/Latino Policy Project Working Paper*, Vol 2, No.1.

Book Reviews

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- 2013 Violence against Latina Immigrants: Citizenship, Inequality, and Community, by Roberta Villalón. New York: New York University Press, 2010. *Social Forces*
- 2009 Migration Miracle: Faith, Hope, and Meaning of the Undocumented Journey, by Jacqueline Maria Hagan. Cambridge, MA: Harvard University Press, 2008. *Contemporary Sociology*, 38 (6): 529-531.
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- 2008 Deflecting Immigration: Networks, Markets, and Regulation in Los Angeles, by Ivan Light. Russell Sage Foundation, 2006. *Social Forces* 87 (2): 1158-1161
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- 2004 Gender in Latin America, by Sylvia Chant, with Nikki Craske. New Brunswick, New Jersey: Rutgers University Press, 2003. *Gender & Society* 18 (1): 146-147.
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- 2003 Doméstica: Immigrant Workers Cleaning and Caring in the Shadows of Affluence, by Pierrette Hondagneu-Sotelo. Berkeley: University of California Press, 2001. *Journal of Ethnic and Migration Studies* 29 (1): 174-175.
- 2002 Gender and International Migration in Europe: Employment, Welfare and Politics, by Eleonore Kofman, Annie Phizacklea, Parvati Raghuram, and Rosemary Sales. London: Routledge, 2000. *Journal of Ethnic and Migration Studies* 28 (3): 571.
- 2002 Free Markets, Open Societies, Closed Borders?: Trends in International Migration and Immigration Policy in the Americas, by Max J. Castro, editor. Miami, Florida: North-South Center Press at the University of Miami, 1999. *Journal of Latin American Studies* 34: 472-473.
- 2002 Seeking Community in a Global City: Guatemalans and Salvadorans in Los Angeles, by Nora Hamilton and Norma Stoltz Chinchilla. Philadelphia: Temple University Press, 2001. *Contemporary Sociology* 31 (2): 174-175.
- 2001 The Mercy Factory: Refugees and the American Asylum System, by Christopher J. Einolf. Chicago, Il: Ivan R. Dee Publisher, 2001. *Journal of Refugee Studies* 14 (4): 449-450.
- 2001 Legalizing Moves: Salvadoran Immigrants' Struggle for U.S. Residency, by Susan Bibler Coutin. Ann Arbor: University of Michigan Press, 2000. *International Migration Review* 35 (3) 936-937.
- 2000 Growing Up American: How Vietnamese Children Adapt to Life in the United States, by Min Zhou and Carl L. Bankston III. New York: Russell Sage Foundation, 1998. *Asian and Pacific Migration Journal* 9 (1): 131-133.
- 1998 No More Kin: Exploring Race, Class, and Gender in Family Networks, by Anne R. Roschelle. Beverly Hills: Sage Publications, 1997. *Journal of Marriage and the Family* 60 (3): 797-798.
- 1998 International Migration, Refugee Flows and Human Rights in North America: The Impact of Trade and Restructuring, by Alan B. Simmons, editor. New York: Center for Migration Studies, 1996. *Journal of Refugee Studies* 11 (2): 251-253.
- 1998 The Other Argentina: The Interior and National Development, by Larry Sawyers. Boulder: Westview Press, 1996. *Economic Development and Cultural Change* 46 (3): 663-669.
- 1997 The Other Side of the Asian American Story, by Wendy Walker-Moffat. San Francisco: Jossey-Bass Publishers, 1995. *Journal of Refugee Studies* 10 (1): 101-103.
- 1996 From Vietnam, Laos, and Cambodia: A Refugee Experience in the United States, by Jeremy Hein. New York: Twayne Publishers, 1995. *Journal of Refugee Studies* 9 (2): 217-219.

Work in Progress

Under Review

Cecilia Menjívar. Central American Immigrant Workers. Chapter for volume edited by Jody Agius Vallejo.

Cecilia Menjívar. Spaces of Legal Ambiguity: Central American Immigrants, 'Street-Level Workers,' and Belonging. Chapter for volume edited book by Nando Sigona and Roberto Gonzales.

Dulce Medina and Cecilia Menjívar. "Context of Return: Undocumented U.S-born Children in Mexico."

Cecilia Menjivar and Sarah Morando. "Transformative Contacts with the Law."

Cecilia Menjivar, Natalia Zotova, and Victor Agadjanian. "The Plurality of the Legal Context of Reception: The Case of Central Asian Migrant Women in Russia."

Shannon Drysdale-Walsh and Cecilia Menjivar. "Multisided Violence and State Responses: The Case of Guatemalan and Salvadoran Women."

Andrea Ettekal, Sandra Simpkins, Cecilia Menjivar and Melissa Delgado. "Mexican-Origin Parents' and Adolescents' Experiences and Preferences Regarding Cultural Competence in Organized Activities."

Chara Price, Sandra Simpkins and Cecilia Menjivar. "Sibling Behaviors and Mexican-Origin Adolescents' After-School Activities."

In Progress

Carlos Santos, Cecilia Menjivar, and German Cardenas. "Skin Color and Illegality Among Latinos."

Carlos Santos, Cecilia Menjivar and Jesus Cisneros. "Stigma and Illegality in the Lives of Latinos"

Cecilia Menjivar, Leisy J. Abrego, and Leah Schmalzbauer. *Immigrant Families*, book under contract with Polity Press due November 30th.

Awards and Recognitions

Research and Scholarship

- 2014 The Victoria Foundation Eugene Garcia Research Award
- 2014 Best Article Award, Latino/a Section, American Sociological Association, for *Legal Violence*
- 2013 *Fragmented Ties* among 12 most influential books on family since 2000, *Contemporary Sociology*
- 2013 Best Article Award, Latino Studies Section, Latin American Studies Association, for *Legal Violence*
- 2012 Pacific Sociological Association Distinguished Scholarship Award, for *Enduring Violence*.
- 2012 Mirra Komarovsky Book Award, Eastern Sociological Society, for *Enduring Violence*.
- 2011 Hubert Herring Best Book Award, Pacific Coast Council on Latin American Studies (PCCLAS) for *Enduring Violence*.
- 2010 American Sociological Association Latinos/as Section Julian Samora Distinguished Career Award.
- 2007 American Sociological Association Latinos/as Section Distinguished Contribution to Research Award.
- 2007 ASU Alumni Association Faculty Achievement Award in Research.
- 2002 Choice Outstanding Academic Titles in Social and Behavioral Sciences for *Fragmented Ties*.
- 2001 William J. Goode Outstanding Book Award, American Sociological Association Family Section for *Fragmented Ties*
- 2001 Thomas and Znaniecki Book Award, Honorable mention, American Sociological Association International Migration Section for *Fragmented Ties*.
- 2001 Faculty Achievement Award, School of Justice Studies, Arizona State University.
- 9/94-8/95 RAND Corporation Post-Doctoral Fellowship & Consultant.
- 9/92-8/94 University of California Berkeley Chancellor's Post-Doctoral Fellowship.
- 1990-91 University of California Regents Dissertation Fellowship.
- 1989-90 American Sociological Association Minority Fellowship (MFP Fellow).
- 1990 American Sociological Association Pre-doctoral Research Fellowship.

Teaching and Mentoring

- 2011 Outstanding Doctoral Mentor Award, ASU (university-wide award)
- 2002 Outstanding Mentor Award, Graduate Women's Association, Arizona State University.

- 2002 Nominee, Outstanding Doctoral Mentor Award, Graduate College, Arizona State University.
 2001 Student Affairs Honors (for enhancing the quality of life for ASU students), Student Affairs, Arizona State University.

Other

- 2007 School of Justice & Social Inquiry, Affiliated Faculty Recognition Award.
 2006 College Marshall (College of Liberal Arts & Sciences), Fall 2006 Commencement, ASU.
 2002 Outstanding Achievement and Contribution Toward Advancing The Status of Women, Commission on the Status of Women, Arizona State University.
 1983 Cum Laude, School of Education, University of Southern California.
 1979-81 Member of Honor Societies in Psychology, Sociology, and Foreign Languages.

Funded Research

National

- 2014 American Sociological Association/National Science Foundation Travel Grant, \$1,500
 2014-2016 “Behavioral and Institutional Barriers to HIV Prevention Among Migrant Women.” NICHD 1R21HD078201-01 Role: Co-Investigator (Victor Agadjanian, PI)
 2013-2015 “Distal Factors and Proximal Settings as Predictors of Latino Adolescents’ Activities: Insights from Mixed Methods.” W.T. Grant Foundation. Role: Co-PI (Sandra Simpkins, PI) (\$386,352)
 2010-2015 “School-based Prevention for Childhood Anxiety.” NIMH 1K01MH086687-01A1 Role: Qualitative Methods Consultant/Expert (Armando Piña, PI) (\$894,495)
 2008-2013. “Childbearing Dynamics in a Setting of High HIV Prevalence and Massive ART Rollout.” NIH/NICHD R01 HD058365. Role: Co-PI (Victor Agadjanian, PI) (\$1,672,931)
 2008-2009 “Direct to Consumer Advertising of Psychotropic Medications: Effects for Consumers, Physicians and Society at Large.” NSF Doctoral Dissertation Research Award for Jennifer Arney. Role: PI (\$4,625)
 2007– 2012 “Health Disparities Research at SIRC: Cultural Processes in Risk and Resiliency. NIH/National Center on Minority Health and Health Disparities, P20 MD002316-01 Role: Co-investigator, with others (Flavio Marsiglia, director) (\$7,178,038)
 2006-10 “Religious Institutions and HIV/AIDS Prevention and Care” NIH/NICHD, R01HD05175. Role: Co-PI (Victor Agadjanian, PI) (\$1,043,493)
 2006-08 “Men's Migration and Women's HIV/AIDS Risks.” NIH/NICHD 1R21HD048257-01A1 Role: Co-PI (Victor Agadjanian, PI) (\$305,128)
 2004 “Organized Religion and HIV/AIDS in Mozambique.” NIH/NICHD Supplement to Grant R03 HD043675 Role: Co-PI (Victor Agadjanian, PI) (\$114,138).
 1995-1997 “Health Care Choices During Pregnancy and Illness.” NIH/NICHD Minority Investigator Research Supplement to Grant R01 HD27361-06S1 (P.I. of parent project: Anne R. Pebley) (\$48,798).
 1990-91 American Sociological Association Dissertation Research Grant (\$5000).

Internal

- 2013 “Austere Borderlands: Recession, Migration, and Contested Means of Belonging in the E.U.” PI (Co-PIs: Megan Carney and Laia Soto-Bermant). Institute for Humanities Research, Arizona State University. (\$12,000)
 2013 Comparative Border Studies Initiative (\$4,500)
 2012 “Mapping Affect to Understand and Impede the Reproduction of Violence in Latin America.” College of Liberal Arts and Sciences, Arizona State University. Co-PI with Cynthia Tompkins et. al. (\$20,000)
 2005-07 Mexican American and U.S. Latino Research Center, Texas A&M (Immigration from El Salvador), Co-PI (Nadia Flores, PI) (\$19,500)
 2006 Elizabeth Guillot Award, Sociology Program, Arizona State University (\$3,000).
 2003-2004 “Examining Poverty in the U.S. Southwest.” Arizona State University Vice President for Research Office, Co-PI with Laura Peck, Elizabeth Segal and Myla Vicente Carpio. (\$45,859)
 2002 “The Social Worlds of Women: Class, Context, and Culture in Rural Guatemala.” Women’s Studies Summer Research Grant, Arizona State University. (\$2,000)
 2000-2001 “People in Motion Seminar.” Grant from Arizona State University to eight professors studying immigration issues, coordinator by Brian Gratton, Arizona State University. (\$2500)

- 2000 “The Phoenix Metropolitan Area: A New Latino Immigration Gateway.” Dean’s Incentive Grant. College of Public Programs, Arizona State University (\$4,800)
- 1999 “Class, Context and Culture and in Rural Guatemalan Women’s Networks.” Center for Latin American Studies, Arizona State University. (\$1,100) (Summer)
- 1999 “New Settlement Patterns of Latino Immigrants in the Phoenix Metropolitan Area.” Dean’s Incentive Grant. College of Public Programs, Arizona State University (\$5,000)
- 1999-2000 “Latino Immigration to the Phoenix Metropolitan Area.” Graduate Scholars Special Grant from the Center for Urban Inquiry to Cindy Bejarano, Eugene Arene and Emily Skop Faculty Sponsor/Advisor/Coordinator. (\$6,993)
- 1998-1999 “Contemporary Latino Migration to the Phoenix Metropolitan Area.” Special Grants, Center for Urban Studies, Arizona State University. (\$9,003).
- 1998-1999 “Family and Gender in New Settlement Patterns of Latino Immigrants to the Phoenix Metropolitan Area.” Dean’s Incentive Grant. College of Public Programs, Arizona State University (\$5,000).
- 1997-1998 “Guatemalan Immigrant Women’s Networks.” Faculty Grant in Aid. Arizona State University. (\$5,350.).
- 1997 “Economic and Political Justice: Refugee Migrations in the late 20th Century.” Dean’s Incentive Grant. College of Public Programs, Arizona State University (\$5,000.).
- 1996 “Class, Context, and Culture: Guatemalan Women’s Networks.” Dean’s Incentive Grant College of Public Programs, Arizona State University (\$4,952).
- 1996 “Salvadoran Women’s Networking.” Women’s Studies Summer Research Grant. Women’s Studies Center, Arizona State University (\$2,300).
- 1989-90 University of California Regents, Graduate Student Research Grant. (\$5000).
- 1989-90 California Policy Seminar, Technical Research Grant. (\$2,500)

Keynote and Distinguished Lectures

- 2014 “The Reconfiguration of Immigrant Latino Families.” Bold Aspirations Visitor and Lecture Series, Office of the Provost, University of Kansas, October 21st.
- 2014 “The Reconfiguration of Immigrant Latino Families in Light of the Current Immigration Regime.” Latin American & Latino Studies Distinguished Speaker Series, University of California, Santa Cruz, May 14th
- 2013 “Multi-layered Legislation, Enforcement Practices, and Piecemeal Immigration Policies: What Can We Learn From and About Today’s Approaches?” Keynote Lecture at the Latino Communities in Old and New Destinations: Multi-disciplinary Perspectives to Assessing the Impact of Legal Reforms Conference, University of South Florida, November 8th
- 2013 “Immigrants’ Lives, Immigration Laws and Reflections for Reform.” Bastian Foundation Diversity Lecture Series, Westminster College, Salt Lake City, September 27th
- 2013 “A Reflection on Immigration, Violence and Vulnerability.” Cole Lecture, 31st Annual Sociology and Anthropology Symposium, Wheaton College, Norton, MA January 30-31
- 2012 Plenary Session, “Immigration and Religious Communities: Challenges to Public Life.” Society for the Scientific Study of Religion and Religious Research Association, Phoenix, AZ, November 9-11
- 2012 “Borders, Migration, Community: Arizona and Beyond” Preconference, International Communication Association, Phoenix, Arizona, May 24th
- 2012 “The Power of the Law: Central Americans’ Legality in Everyday Life.” Featured speaker, Central Americans and the Latino/a Landscape: New Configurations of Latina/o America Conference, LLILAS/CMAS, University of Texas, Austin, February 24th.
- 2011 “Everyday Violence in the Lives of Ladina Guatemalans.” ADVANCE Distinguished Lecture Series, Kansas State University, Oct 21st
- 2011 “Migración Femenina Centroamericana en Estados Unidos.” Conferencia magistral, II Encuentro Mesoamericano de Estudios de Género y Feminismos, Avances y retos de una década: 2001-2011. FLACSO, Guatemala City, Guatemala, May 6th
- 2011 “Latino Immigrant Lives: Reflections for Reform.” 20th Anniversary Daniel S. Sanders Peace and Social Justice Lecture, University of Illinois, Urbana-Champaign, May 2nd
- 2010 “Living in Legal Limbo: Latino Immigration in Arizona.” Keynote Address, Changing Face of America Conference: Immigration and Social Policy, San Jose State University, Oct 23rd.

- 2010 “Citizenship, Exclusion, and the Contemporary Immigration Regime.” Opening Keynote Lecture, 10th conference on Globalization and Social Responsibility, St Olaf College, February 26th, and “Gender and Families Left Behind in the Context of Migration,” February 27th.
- 2009 “Immigration, Citizenship, and Exclusion: Latin-American Immigrants and the Contemporary Immigration Regime.” Alpha Kappa Delta Distinguished Lecture, American Sociological Association Meetings, San Francisco, August 8th.
- 2008 “Violence Against Immigrants: The Border and Beyond.” Keynote speaker, Lives on the Edge: Immigration and Politics Along the U.S.-Mexico Border Workshop, University of Arizona May 2nd.
- 2008 “Domestic Violence and Immigrant Families.” Plenary panel: “The Role of Families in Integration.” Tenth Metropolis Conference, Halifax, NS, Canada, April 3-6*
- 2007 “Immigration Policy and Family Reorganization: Experiences of Salvadoran and Guatemalan Immigrants.” Keynote speaker for the year’s colloquium series, Department of Sociology, University of North Carolina, Greensboro, March 23rd
- 2006 Closing Remarks, Latina/o Migration: Local and National Challenges, University of Illinois, Urbana-Champaign, October 11th.

Invited Presentations/Lectures

- 2014 Panel discussion (author meets critics) of *Eterna Violencia* (Spanish publication of *Enduring Violence*), FLACSO-Guatemala, Ciudad de Guatemala, Guatemala. November 18th
- 2014 “Immigration Laws and Immigrant Families.” OLLAS Lecture Series, Office of Latino/Latin American Studies, University of Nebraska, Omaha, November 11th.
- 2014 “The Transformative Effects of Immigration Law.” CLASS Workshop, Gould School of Law, University of Southern California, September 29th.
- 2014 “Transformative Effects of Immigration Law on Families.” Department of Sociology, UCLA, April 6th
- 2013 “Enduring Violence: Ladina Women’s Lives in Guatemala.” Department of Sociology, University of Pennsylvania, November 20th.
- 2013 “Transformative Effects of Immigration Law.” Center for Migration and Development, Princeton University, May 9th.
- 2013 “Legal Violence: Short and Long Term Effects on Immigrants.” Population Studies & Training Center, Brown University, May 2nd.
- 2012 “Legal Violence in the Lives of Immigrants: How Immigration Enforcement Affects Families, Schools, and Workplaces.” (Cecilia Menjivar and Leisy Abrego). Capstone event of Documenting the Undocumented Series, Center for American Progress, Washington, DC, December 11th.
- 2012 “Criminalization of Immigrants: Effects on the ground.” Krost Symposium, Texas Lutheran University, October 4th.
- 2012 “Enduring Violence in Guatemala’s Women’s Lives.” Department of Sociology, Northern Arizona University, September 25th.
- 2012 “Hyper Awareness of the Law in Central American Immigrants’ Everyday Life.” Center for Race, Ethnicity and Politics, UCLA, April 18th.
- 2012 “Enduring Violence: Ladina Women’s Lives in Guatemala.” UCLA “Untold Histories: Transnational Voices of Central Americans” series, and California State University, Los Angeles Chicano Studies and Latin American Studies, February 2nd.
- 2011 “Living in Legal Limbo: Latino Immigrants in Arizona’s Immigration Regime.” University of California, Merced, March 14th
- 2010 “A Framework of Vulnerability and Violence.” What Katrina Can Tell Us About Race, Class, and Gender in These United States Meeting, Social Science Research Council, New York, November 12-13.
- 2010 “Central Americans’ Legality and Everyday Life in Phoenix, Arizona.” Center for Multicultural Studies, University of California, Santa Barbara, May 3rd
- 2010 “El impacto de las leyes migratorias en la vida de centroamericanos en Estados Unidos: el caso de Phoenix, Arizona.” Seminario Permanente de Migración, Colegio de La Frontera Norte, Tijuana, BC, Mexico, April 9th.
- 2010 “Family, Border Justice, and Policy.” 7th Border Justice Series Conference, Social Justice and Human Rights Program, Arizona State University West, March 25th

- 2009 "Legal Violence: Contemporary U.S. Immigration Law and Central American Lives." Marcos & Conceptos: A Critical Latin/a American Studies Symposium." American Studies and Ethnicity Program, University of Southern California, April 17th.
- 2009 "Immigration and Legality." Global Initiative Speaker Series, Northern Arizona University, March 4th.
- 2008 "Legal Violence?: Immigration Law in the Lives of Central Americans in the United States." Department of Sociology, Department of Chicano/Latino Studies, and Center for Research on Latinos in a Global Society, University of California, Irvine, May 9th.
- 2008 "Men's Migration and the Women who Stay." Department of Sociology's Workshop on Economic Sociology and Center for Migration Studies, Princeton University, April 28th.
- 2008 "International Perspectives on Migration and the Family: Research from the United States." Family Migration Pre-Conference Day, St. Mary's University, Halifax, NS, Canada April 3rd.
- 2008 "Central American Immigrant Families and Contemporary Immigration Law: Redefinition, Reorganization or Breakdown?" Latino and Hispanic Caribbean Studies, Rutgers University Latin American Studies, and Center for Latino Arts & Culture, Rutgers University March 26th.
- 2007 "Legal Violence and the Family Lives of Central American Immigrants." Institute for the Study of Social Change, University of California, Berkeley, November 8th.
- 2007 "Immigration Policy and Family Reorganization: Experiences of Salvadoran and Guatemalan Immigrants." Mason Migration Project/Department Sociology, George Mason University, March 22nd.
- 2006 Primer encuentro de latinidades: Una mirada crítica a los movimientos y realidades de los emigrantes hispanoamericanos en los Estados Unidos, especialista participante. Convenio Andrés Bello, Bogotá, Colombia, Dec 15-16.
- 2006 "Law Against the Family: Salvadoran and Guatemalan Immigrant Families and Immigration Law." Department of Sociology, UCLA December 7th.
- 2006 "Religion and the Contexts of Exit and Reception in Immigrants' Lives: Observations from Phoenix." CORRUL/Department of Sociology, Rice University, November 10th.
- 2006 "Las nuevas familias centroamericanas en tiempos de migración." Taller Centroamericano de la Red Internacional de Migración y Desarrollo (RIMD), Programa de Naciones Unidas para El Desarrollo (PNUD) El Salvador, y Universidad Centroamericana José Simeón Cañas, (UCA) San Salvador, El Salvador, June 28th & 29th.
- 2005 "Gender, International Migration and the Armenian Context." One day lecture/workshop, Caucasus Regional Resource Center, Yerevan, Armenia, November 23rd.
- 2005 "Border Violence and Religion." Religion and Social Justice for Immigrants, University of Southern California, Feb 4-5, 2005.
- 2004 "Ties That Heal: Central American Immigrants' Social Networks and Medical Treatments." David Rockefeller Center for Latin American Studies, Harvard University, April 22nd.
- 2004 "Legality in Immigrants' Lives: Observations from a Decade of Fieldwork." Department of Sociology, Pomona College, March 2nd.
- 2003 "The 'war' on Undocumented Migrants: Criminalizing Immigrants through the Militarization of the USA-Mexico Border." (with Sang Kil) NCOVR Conference, Center for the Study of Poverty, UCLA, November 6-8.
- 2003 "Immigrants' Legality: Learning from and about the case of Guatemalans and Salvadorans." Central American Studies Program, California State University, Northridge, Oct. 30th.
- 2003 "Immigrant Legality Reconsidered: Lessons from Guatemalans and Salvadorans in the U.S." Center for Migration and Development, Department of Sociology, Princeton University, October 16th.
- 2002 "Gendered Networks: Central American Immigrants in California." Department of Sociology, University of Southern California, October 17th.
- 2002 "The Ties that Heal: Guatemalan Immigrant Women's Networks and Medical Treatment." Department of Sociology, University of California, Berkeley, September 26th.
- 2002 "Latino Immigrants' Perceptions of Crime and Police Authorities: A Case Study From the Phoenix Metropolitan Area," and "The researcher's Identity and Responsibility in the Research Context." Presentations to the Social Science Research Council Minority Summer Dissertation Workshop, UCLA, July 1st, (Prof. Abel Valenzuela, organizer)

- 2001 "Fragmented Ties: Women, Networks and Immigration." Women and Immigration Series, Dartmouth College, November 9th.
- 2000 "Fragmented Ties: Religious Networks and Religious Communities Among Salvadoran Immigrants in San Francisco, Washington, D.C., and Phoenix." Center for Comparative Immigration Studies, University of California San Diego, October 11th.
- 2000 "Central Americans in the United States." Conference on Central American Migration, University of Maryland, College Park, October 20-22.
- 2000 "Salvadoran Immigrants in San Francisco." Carleton College, April 10th.
- 1999 "Borders, Transnationalism, and Social Institutions: Central Americans in the United States." La Frontera Conference, Dartmouth College, August 1-3.
- 1999 "Latina Immigrants and Their Work." Coming to America: Asian and Latino/a Experiences in the 1990s Conference, Center for Mexican American Studies/Center for Immigration Research, University of Houston, April 15th.
- 1998 "Living in two worlds?: Guatemalan-origin children and emerging transnationalism." Conference on Second Generation and Transnationalism, Harvard University, April 3rd.
- 1998 "Comparative Study of Catholic and Evangelical Churches among Salvadoran Immigrants in Washington, D.C." Conference on Religion and Social Change in the Americas, University of Florida, Gainesville, March 8th.
- 1997 "Religiosity and Political Mobilization: Salvadorans in Washington D.C." Conference on Research on Central Americans in the United States, Center for Immigration Research, University of Houston, May 16th.
- 1997 "Interviewing in Immigrant Communities." Brown Bag Series, The Urban Institute, Washington, D.C., May 12th.
- 1996 "Social Networks in Two Central American Communities." Center for Mexican American Studies, University of Houston, March 26th.
- 1995 "Social Networks Among Salvadoreans in California." Conference on Central Americans in California: Transnational Communities, Economies, and Cultures. The Center for Multiethnic and Transnational Studies, University of Southern California, May.
- 1994 "Recent Salvadorean Migration to the Bay Area: Issues and Policy Implications." Conference/Workshop on Migration After NAFTA," Chicano/Latino Policy Project University of California, Berkeley, February.
- 1993 "Introduction and Overview." Refugee section, "Conference on Global Issues for Women." University of California, Berkeley, June.
- 1992 "Salvadorean Migration to the United States During the 1980s." Meetings of the International Population Geography Commission, University of Southern California, August.
- 1986 "Women's Labor and Development in Central America." Conference on Women in Agriculture, University of California, Davis, January.

Conference/paper Presentations (*denotes invited)

- 2014 "Social Networks Among Older Asian and Latino Immigrants in Phoenix." (Cecilia Menjivar and Haruna Fukui) Thematic Session on Networks of Need in the Age of Economic and Social Precarity, American Sociological Association, San Francisco, CA, August 16-19.*
- 2014 "Multisided Violence and the State in the Lives of Guatemalan and Salvadoran Women." XVIII ISA World Congress of Sociology, Yokohama, Japan, July 13-19.
- 2013 "Broken by Law?: How Immigration Policies Split Families." (Maria Enchautegui and Cecilia Menjivar), Association for Public Policy Analysis and Management, Washington DC, November 7-9.
- 2013 "Contexts of Exit and Women's Emigration." Law, Asylum, and Sending Countries panel, Crossing Borders: Immigration and Gender in the Americas, Radcliffe Institute, Harvard University, April 25-26.*
- 2013 "Violence Against Immigrants: A Focus on Structures." Undocumentation Symposium, Center for Race & Gender, University of California, Berkeley, February 15.
- 2012 "The Plurality of the Legal Context of Reception: The Case of Central Asian Immigrant Women in Russia." (Cecilia Menjivar, Natalia Zotova, and Victor Agadjanian), American Sociological Association meetings, Denver, CO, August

- 2012 “Twenty Years of Continued Migration,” El Salvador: Twenty Years of Peace panel, Latin American Studies Association meetings, San Francisco, CA, May 23-26.*
- 2012 “Legality Without Borders: US Immigration Law and Transnational Links.” [Im]Migration and Movement: People, Ideas, and Social Worlds: A Fellows Symposium, Institute for Humanities Research, Arizona State University, April 23rd.*
- 2012 “The Socio-emotional Effects of SB 1070 on Youth in Arizona.” (Carlos Santos and Cecilia Menjívar) Equity and Opportunity Research Symposium: Immigration Policy Shifts affecting Latino Children/Families, Arizona State University, February 23-24.*
- 2011 “Everyday Violence in the Lives of Ladina Guatemalans.” Thematic Session on Conflict, Citizenship, and Development in Latin America, American Sociological Association meetings, Las Vegas, NV, August 20-23.*
- 2011 “War and Peace: Enduring Social Effects of Protracted Conflicts in Southern Africa and Central America.” (Cecilia Menjívar and Victor Agadjanian) Thematic Session on Learning from Intractable Social Conflict, American Sociological Association meetings, Las Vegas, NV, August 20-23.*
- 2011 “Immigrant Latina Mothers as Targets of Legal Violence.” (Leisy Abrego and Cecilia Menjívar) Invited section on Treacherous Geographies of Borders, Gender, and Immigrant Communities in the Americas, American Sociological Association meetings, Las Vegas, NV, August 20-23.*
- 2011 Presentation/Discussion of *Enduring Violence: Ladina Women’s Lives in Guatemala*. Encuentro Mesoamericano de Estudios de Género y Feminismos, Avances y retos de una década: 2001-2011. FLACSO, Guatemala City, Guatemala, May 5th.*
- 2011 “Labor Force Participation Among Aging Immigrants in the United States.” (Haruna Fukui and Cecilia Menjívar) Poster presented at the Population Association of America meetings, Washington, DC, April 1st
- 2011 “Family Separation and Immigrant Women.” “Organizations Working with Latina Immigrants: Resources and Strategies for Change,” Institute for Women’s Policy Research/Woodrow Wilson International Center, Washington DC, March 25th.*
- 2010 “Central Americans’ Lives in the United States: What Can We Learn *About* Them and *From* Them.” Surveying Social Marginality Conference, University of Washington, Seattle, October 8th.*
- 2010 “Liminal Legality and the Experiences of Transnational Children and their Families.” Thematic Session on Children’s Citizenship Status and Experiences in a Globalizing World, American Sociological Association meetings, Atlanta, GA, August 14-17.*
- 2010 “Enduring Violence: Ladina Women’s Lives in The Guatemalan Oriente.” Republics of Fear: Understanding Endemic Violence in Latin America Today Conference, Lozano Long Center, University of Texas, Austin, March 4-5.*
- 2009 “Controlling Immigration or Legal Violence?: An Assessment from Phoenix, AZ.” Migration during an Era of Restriction Conference, University of Texas, Austin, November 4-6.*
- 2009 “Economic Uncertainties, Social Strains, and HIV Risks: Exploring the Effects of Male Labor Migration on Rural Women in Mozambique.” (Victor Agadjanian, Cecilia Menjívar and Boaventura Cau) How Immigrants Impact their Homelands Conference, Boston University, September 25th.*
- 2009 “Living on the Edge of the Law: The 1.5 Undocumented Mexican Generation and the Transformation of Citizenship.” (Belinda Herrera and Cecilia Menjívar) Social Science Research on Immigration: The Role of Transnational Migration, Communities and Policy, Arizona State University, September 10-11th.*
- 2009 “Defending Borders and the Brutalization of the US American Public.” (Sang Kil, Cecilia Menjívar, and Roxanne Doty) American Sociological Association, San Francisco, CA, August 8-11.
- 2009 “Securing Borders: Patriotism, Vigilantism, and the Brutalization of the U.S. American Public.” (Sang Kil, Cecilia Menjívar, and Roxanne Doty) Pacific Sociological Association, San Diego, CA, April 8-11.*
- 2009 “Combining Computer Simulation and Ethnography in Studying Network Dynamics, Network Formation, and Disintegration of Salvadoran Immigrants’ Networks.” (Bruce Rogers and Cecilia Menjívar) Mixing Methods in Social Network Research International Conference, European Academy, Berlin, Germany, January 30-31.*
- 2008 “Family Separation and Immigration Law: Central American cases in Phoenix, Arizona.” Transnational Parenthood and Children-Left-Behind Conference, International Peace Research Institute (PRIO), Oslo, Norway, November 20-21.

- 2008 "Parents and Children across Borders: Legal Instability and Intergenerational Relations in Guatemalan and Salvadoran Families." (Cecilia Menjívar and Leisy Abrego) American Sociological Association Meetings, Boston, August 1-4*
- 2008 "In Solidarity: Assistance to Central American Transmigrants during their Journeys North. (Lilian Chavez and Cecilia Menjívar) International Migration Section Roundtables, American Sociological Association Meetings, Boston, August 1-4.
- 2008 "Residents' Views toward Immigration and Social Transformation in the U.S. Southwest." (Haruna Fukui and Cecilia Menjívar) International Migration Section Roundtables, American Sociological Association Meetings, Boston, August 1-4.
- 2008 "Educational Aspirations and Documented Dreams: Guatemalan and Salvadoran Immigrants and their Prospects in the U.S. Educational System." The Americas Plural: Regional and Comparative Perspectives Conference, Institute for the Study of the Americas, University of London, June 19-20*
- 2007 "Rights of Racial and Ethnic Minorities and Migrants: Between Rhetoric and Reality" (Cecilia Menjívar and Rubén Rumbaut). To be presented at the "Migration and Human Rights in the North American Corridor" conference, Human Rights Program, University of Chicago, Oct 12-13*
- 2007 "Women's Lives and Violence in Eastern Guatemala." Latin American Studies Association Meetings, Montreal, Canada, September*
- 2007 "Reshaping the Post-Soviet Periphery: The Impact of Men's Labor Migration on Women's Lives and Aspirations in Rural Armenia" (Victor Agadjanian, Arousyak Sevoyan, and Cecilia Menjivar). Population Association of America, New York, March.
- 2007 "Escaping Stereotypes: Older Women's Perceptions of Old Age and Aging." Leah Rohlfson and Cecilia Menjívar. Pacific Sociological Association Meetings, Oakland, CA, March.
- 2006 "Enduring Violence: Women's Lives in Eastern Guatemala." American Anthropological Association Meetings, San Jose, CA, November*
- 2006 "Fighting to Exist in Non-Existence: The Citizenship Process of Central American and Mexican Women" (Olivia Salcido and Cecilia Menjívar). International Migration Section Roundtables, American Sociological Association Meetings, Montreal, Canada, August.
- 2006 "Guatemalan women's work and gender relations in Guatemala." Research Committee 06, Family Research, Session 10: Families in developing countries. ISA World Congress of Sociology, Durban, South Africa, July.
- 2006 "Guatemalan and Salvadoran Immigrant Families and US Immigration Policy." Research Committee 06, Family Research, Session 06: Various family forms. ISA World Congress of Sociology, Durban, South Africa, July.
- 2006 "New Family Formations and US Immigration Law." Latin American Studies Section, Western Social Science Association, Phoenix, AZ, April.
- 2005 "Interpreting A Calling: Immigrants' and Religious Workers' Views of Faith-based Assistance to Immigrants." Eastern Sociological Society, Washington D.C., March.*
- 2004 "Women's Work and Gender Relations in the Home in Guatemala and Among Guatemalans in the United States." Latin American Studies Association, Labor Studies Section Pre-Conference on Globalization and Labor, Las Vegas, October.*
- 2003 "Salvadorans and Guatemalans in the Context of Latin American Immigration." Thematic Session on Culture, Migration and Diaspora, American Sociological Association, Atlanta, GA, August.*
- 2002 "Latino Immigrants' Perceptions of Crime and of Police Authorities: A Case Study From the Phoenix Metropolitan Area" (Cindy Bejarano and Cecilia Menjívar). Society for the Study of Social Problems, Chicago, August.
- 2002 "Teaching in an Era of Globalization: Gender and International Development in Comparative Perspective." General Education Conference, Association of American Colleges and Universities, Dallas, Texas, February.*
- 2000 "Second-Generation Transnationalism: The experience of Guatemalan Children in California." Research Committee 53, Sociology of Childhood, Session 9. ISA World Congress of Sociology, Brisbane, Australia, July.

- 2001 "Religion and Immigration in Comparative Perspective: Salvadorans in Catholic and Evangelical Communities in San Francisco, Phoenix, and Washington D.C." American Sociological Association Meetings, Anaheim, CA, August.
- 2000 "Phoenix: The Newest Latino Immigrant Gateway?" (Emily Skop and Cecilia Menjívar). Association of Pacific Coast Geographers Meetings, Arcata, CA, September.
- 2000 "The Ties that Heal: Guatemalan Immigrant Women's Networks and Health Treatment." American Sociological Association Meetings, Washington D.C., August.
- 2000 "For Your Own Good: Political Rhetoric and Immigrant Exclusion in America" (Sahee Kil and Cecilia Menjívar). Society for the Study of Social Problems Meetings, Washington D.C., August.
- 2000 "We Want You Out...But it's For Your Own Good": New 'Liberal Rhetoric and Immigrant Exclusion in America.'" (With Sahee Kil). National Association for Ethnic Studies Meetings, Boston, MA, April.
- 2000 "Certain Ties, Ambivalent Returns?: Guatemalans and Salvadorans in Phoenix, Arizona" (Michelle Moran-Taylor and Cecilia Menjívar). Latin American Studies Association Meetings, Miami, FL, March.
- 1999 "The Other Side of the Story: Immigrants' Images of Crime" (Cecilia Menjívar, Cindy Bejarano and Eduardo Portillos). Social Science History Association Meetings, Fort Worth, TX, November.
- 1999 "Religious Institutions and the Challenges and Opportunities of Transnationalism: The Case of Catholic and Evangelical Salvadorans in Washington D.C." American Sociological Association Meetings, Chicago, IL, August.
- 1998 "Ethnicity, Employment, and Gender Relations: The Experiences of Guatemalan Immigrant Women in California." Latin American Studies Association Meetings, Chicago, IL, September.
- 1998 "Class, Ethnicity, and Employment: The Experiences of Central American Immigrant Women in California." Work, Employment, and Society Conference, Cambridge, England, September.
- 1997 "Church-based Social Networks and Everyday Immigrant Life Among Salvadorans in Washington D. C." (Cecilia Menjívar and Victor Agadjanian). American Society of Religion/American Sociological Association Meetings, Toronto, Canada, August.*
- 1997 "Católicos y protestantes salvadoreños en Washington D.C.: un perfil comparativo." Latin American Studies Association Meetings, Guadalajara, Mexico, April.
- 1996 "Class, Context, and Culture: Women's Networks in Two Guatemalan Towns." American Sociological Association Meetings, New York, August.
- 1996 "Remittance Behavior and Social Integration of Filipino and Salvadorean Immigrants to Los Angeles" (Cecilia Menjívar, Julie DaVanzo, Lisa Greenwell, and R. Burciaga Valdez). Population Association of America Meetings, New Orleans, LA, April.
- 1995 "Families and Their Networks in Two Guatemalan Towns: The Effects of Class, Context, and Cultrue." Third International Symposium on Families: East & West. Sponsored by the Inter-University Consortium of International Social Development. The National Chengchi University, Taipei, Taiwan, November.
- 1995 "Salvadoran Immigrant Social Networks: The Impact of the Structural Receiving Context in the 1990s." Latin American Studies Association Meetings, Washington D.C., September.
- 1995 "Community Reactions to the New Migration and the Newcomers' Own Perceptions: A Dialogue within a Historical-Specific Framework." American Sociological Association Meetings, Washington D.C., August.
- 1995 "On Immigrant Kinship Networks: The Impact of the Receiving Context in the 1990s." American Sociological Association Meetings, Washington D.C., August.
- 1995 "Relaciones de género en la migración centroamericana." Biennial Conference on Culture, Technology and Change in the Americas. University of South Florida, Tampa, FL, April.
- 1994 "Family, Community and Immigration: Lessons From an In-depth Case Study." American Sociological Association Meetings, Los Angeles, CA, August.
- 1994 "The Urban Context and the Fate of the Immigrants." Society for the Study of Social Problems Annual Meetings, Los Angeles, CA, August.
- 1994 "The Role of Social Networks in Salvadoran Migration to the U.S." International Social Networks Conference, New Orleans, LA, February.
- 1993 "A Critical Approach to the Study of Immigrant Social Networks: The Case of Salvadorans in San Francisco." American Sociological Association Meetings, Miami, FL, August.

- 1993 "The Dynamics of Kinship-based Networks Among Immigrants: Implications for Ethnic Communities." American Sociological Association Meetings, Miami, FL. August.
- 1993 "Social Networks among Immigrants" (Cecilia Menjívar and Abel Valenzuela). Roundtable on Everyday Sociology: Sociology of Cultural Issues. American Sociological Association Meetings, Miami, FL, August.
- 1993 "La migración centroamericana a los Estados Unidos: el caso de los salvadoreños en San Francisco." South Eastern Council of Latin American Studies Meetings, Antigua, Guatemala, February.
- 1992 "The Historical Process of Salvadorean Migrations." Latin American Studies Association Meetings, Los Angeles, CA, September.
- 1992 "Give me your poor, your huddled masses?: The Context of Reception of Salvadorans in the United States." Pacific Sociological Association Meetings, Oakland, CA, March.
- 1990 "Theoretical Reconstruction of Refugees" (Michael P. Smith and Cecilia Menjívar). American Political Science Association Meetings, San Francisco, CA, August.
- 1990 "Capital Flows and Migration on a World Scale." American Sociological Association Meetings, Washington, D.C. August.
- 1990 "Assessing a Framework for the Study of International Migrations." Canadian Sociology and Anthropology Association Meetings, Victoria, B.C., Canada, May.*
- 1990 "Political Economy of Development: El Salvador and Costa Rica." Pacific Sociological Association Meetings, Spokane, WA, April.
- 1990 "Theoretical Frameworks in Migration." Pacific Sociological Association Meetings, Spokane, WA, April.
- 1989 "Rethinking Current International Migrations to the U.S." Pacific Sociological Association Meetings, Reno, NV, April.
- 1989 "Central American Women in the United States." Pacific Sociological Association Meetings, Reno, NV, April.
- 1989 "Networks among Women in Higher Education" (Anita Leal and Cecilia Menjívar). Conference on Higher Education, San Diego, CA, January.
- 1987 "A Comparative Study of Historical Development: Costa Rica and El Salvador." Pacific Sociological Association Meetings, Eugene, OR, April.

Conference/invited panel discussant

- 2014 "Somos Familia: The Transnational Politics of Representation about Latino Families." Latina/o Studies International Conference, Chicago, IL, July 17-19
- 2014 "The Disappeared, Displaced and Technologies of Memory: Long-term Consequences of Armed Conflicts in Central America." Latin American Studies Association meetings, Chicago, May 21-24
- 2014 Central American Immigration: Honoring Pioneers & Charting New Paths, Center for the Study of Immigrant Integration, University of Southern California, February 26.
- 2013 Trabajadoras migrantes en la frontera sur: seminario/taller. El Colegio de México, June 21-22.
- 2013 Penny Kanner Next Generation Fellowship Manuscript Workshop for Leisy Abrego. Center for the Study of Women, UCLA, April 5.
- 2012 Thematic session, Gender and Immigration, Pacific Sociological Association Meetings, San Diego, CA, 22-25 March
- 2010 Thematic session, Spiritual and Religious Challenges to State Citizenship in the Age of Migration, American Sociological Association meetings, Atlanta, GA, August 14-17.
- 2010 Taller "Familias y Movilidades: Enfoques teóricos y perspectivas metodológicas", Colegio de México, DF, México, June 11th
- 2009 Unaccompanied Migrant Children Workshop/Discussion, Radcliffe Institute, Harvard University, June 17-20.
- 2008 "Religion at the Edge: Expanding the Boundaries of the Sociology of Religion." Center for the Study of Religion, Princeton University, October 3-4.
- 2007 Panel "The Border is Everywhere: "New" Spaces and Actors in Transnational Migration between Latin America and the United States - Part 1, Latin American Studies Association, Montreal.
- 2007 "A Conversation with Alejandro Portes." Eastern Sociological Society, Philadelphia, March.

- 2006 Session “Beyond Low Wage Labor Migration: Entrepreneurs, Professionals, & Managers.” American Sociological Association Meetings, Montreal, Canada, August
- 2006 Qualitative methods session and session on ethics of research. “Taller Centroamericano de la Red Internacional de Migración y Desarrollo (RIMD), Programa de Naciones Unidas para El Desarrollo (PNUD) El Salvador, y La Universidad Centroamericana José Simeón Cañas, (UCA) San Salvador, El Salvador, June 28th & 29th.
- 2006 Panel “Transnational Families.” Fourth Annual Summer Institute on International Migration, Center for Comparative Immigration Studies, University of California, San Diego, June 19-23.
- 2006 Migration and the Arts in the United States Workshop, Princeton University, June 1-2.
- 2006 Panel “Voces Inocentes: Discusión sobre el largometraje.” Latin American Studies Association Meetings, San Juan, Puerto Rico, March.
- 2002 Panel “Latina Feminisms.” Latino Studies Journal Conference, University of Illinois, Chicago Circle, February 28-March 1, 2001 (Response to Norma Cantú.)
- 2000 Panel “Immigration and the Subversion of Gender.” Conference on Migration and Development, Center for Migration and Development, Princeton University, May.

Critic on Panels

- 2009 Critic, Author-meets-critics panel, book “Survival of the Knitted: Immigrant Social Networks in a Stratified World,” American Sociological Association, San Francisco, California, August 9th.
- 2009 Critic, Author-meets-critics panel, book “God’s Heart Has no Borders,” Pacific Sociological Association, San Diego, California, April 10th.
- 2006 Critic, Author-meets-critics panel for “La Virgen of el Barrio: Marian Apparitions, Catholic Evangelizing, and Mexican American Activism, by Kristy Nabhan-Warren. Association for the Sociology of Religion, Montreal, Canada, August 9-12.

Presentations at Arizona State University

- 2012 “Immigration and Arizona” Faculty Cross-talks, Office of Diversity, November 14.
- 2012 “Enduring Violence: Ladina Women’s Lives in Guatemala” Latin American Studies cluster, Institute for Humanities Research, September 21st.
- 2010 “Living in Legal Limbo in Phoenix, AZ.” School of Geographical Sciences and Urban Planning, ASU, September 24th.
- 2009 “Methodological Issues in Qualitative Research: Lessons from Research on Central American Immigrants in the United States,” Southwest Interdisciplinary Research Center (SIRC), March 25th.
- 2007 “The Impact of Immigration Law on Immigrant Families: Reconfiguration or Breakdown?” Sociological Sciences Speaker Series, School of Social and Family Dynamics, ASU, March 1st.
- 2006 “Legal Status and the Lives of Central American Immigrants.” Voces Convergentes: Literatura, lingüística y cultura. 11th Spanish Graduate Student Symposium, Arizona State University, April 13th—15th.
- 2006 “Social Networks, Migration, and Immigrant Incorporation.” Mathematics and Cognition Seminar, Arizona State University, March 7th.
- 1999 “Central American Immigrants in the United States.” First Conference on Central American Literatures and Culture, Arizona State University, April 8-10.
- 1999 “The Social Networks of Salvadoran Women and Men in San Francisco.” Women Studies Program colloquium, Arizona State University, January 29th.

Courses Taught

Arizona State University:

Sociology/School of Social and Family Dynamics:
 Graduate: Seminar in qualitative methods; immigration
 Undergraduate: research methods; immigration.
 Graduate/undergraduate course: Gender Violence

School of Justice and Social Inquiry:

Undergraduate: Research Methods; Gender and International Development; Immigration and Justice.

Graduate: Research Methods; Immigration and Justice; Migration, Immigration and Justice; Refugee Migrations and Justice.

Department of Sociology, University of California, Davis: 1989-1990 Instructor; 1/87-6/89 Teaching Assistant.

Department of Sociology, University of Southern California: 9/81-5/82 Teaching Assistant.

Mentoring and Student Committees

Post-doctoral

Leisy J. Abrego, Chicano Studies Department, UCLA. Ford Foundation Diversity Post-doctoral Fellowship, 2012-2013 (Mentor)

Silvia Dominguez, Sociology, Northeastern University. Ford Foundation Diversity Post-doctoral Fellowship, 2009-2010 (Mentor)

Sandra D. Simpkins, School of Social and Family Dynamics, Arizona State University. W.T. Grant Foundation Fellowship, 2007-2012 (Mentor/qualitative methods advisor)

PhDs in Progress (Chair)

Lilian Chavez Sociology, School of Social and Family Dynamics

Dulce Medina School of Social Transformation

Elizabeth (Lisa) Reber School of Social Transformation (co-chair)

PhDs in Progress (Committee Member)

Chara Price Family and Human Development, Sanford School, ASU

Aundrea Snitker Women & Gender Studies, ASU

Wan Yu School of Geographical Sciences, ASU

PhDs Completed (Chair)

Jennifer Arney Sociology, School of Social and Family Dynamics (Spring 2010)

Dissertation: "Prescription Drug Advertising and the Biomedical Construction of Affective Disorder: Effects for Consumers, Physicians, and Society."

*Assistant Professor, University of Houston, Clear Lake

Luis Fernandez School of Justice and Social Inquiry (Spring 2005)

Dissertation: "Policing Protest Spaces: Social Control in the Anti-Globalization Movement."

*Associate Professor, Northern Arizona University (earlier, Grinnell College)

Haruna Fukui Sociology, School of Social and Family Dynamics (Fall 2014)

"Social Networks of Older Immigrants in Phoenix, Arizona."

Belinda Herrera School of Justice and Social Inquiry (Spring 2009) (co-chair)

Dissertation: "Living on the Edge of the Law: Undocumented 1.5 Mexican Immigrants and their Expressions of Citizenship."

*Research Analyst, Arizona Supreme Court, Phoenix, Arizona

Sang Kil School of Justice and Social Inquiry (Fall 2006)

Dissertation: "Covering the Border: How the News Media Creates Race, Crime Nation and the USA-Mexico Divide."

*Associate Professor, San Jose State University

Zeynep Kilic Sociology, School of Social and Family Dynamics (Fall 2006)
Dissertation: "Reluctant Citizens: Belonging and Immigrant Identification in the Era of Transnationalism."
*Assistant Professor, University of Alaska

Carole McKenna School of Justice and Social Inquiry (Fall 2008)
Dissertation: "Militarism: Micro-Macro Power Arrangements between Wives, Soldiers, and the Military-Industrial-Service-Complex."
*Instructor, Ferris State University

Carlos Posadas School of Justice and Social Inquiry (Spring 2007)
Dissertation: "Women's Translocal Networks and How they Organize Resettlement by Looking at Specific Spheres of their Lives."
*Associate Professor and Chair, New Mexico State University

Olivia Salcido School of Justice and Social Inquiry (Spring 2011)
Dissertation: "Wolves" or "Blessing": Victims'/Survivors' Perspectives on the Criminal Justice System.
*Tempe Preparatory Academy faculty

Tyler Wall School of Justice and Social Inquiry (Spring 2009) (co-chair)
Dissertation: "War-Nation: Military and Moral Geographies of the Hoosier Homefront."
*Assistant Professor, Eastern Kentucky University

PhDs Completed (Committee Member)

Melinda Alexander School of Geographical Sciences, ASU (Fall 2014)
Dissertation: "Belonging With the Lost Boys: The Mobilization of Audiences and Volunteers at a Refugee Community Center in Phoenix, Arizona."

Randall Amster School of Justice Studies (Spring 2002)
Dissertation: "Patterns of Exclusion, Forces of Resistance: Urban Sidewalks, National Forests, and the Contested Realms of Public Space."

Cinthya Bejarano School of Justice Studies (Summer 2001)
Dissertation: "A Mosaic of Latino Cultures: Young Lives at the Crossroads of Sameness and Difference."

Naomi Bellot School of Justice and Social Inquiry (Spring 2009)
Dissertation: "Gender Vulnerabilities in the Caribbean: A Focus Upon Indigenous Kalinago (Carib) Women in Bataka, Dominica."

Neslihan Cevik Sociology, School of Social and Family Dynamics (Summer 2010)
Dissertation: "Religious Revival in Modern Turkey: Muslim, The New Muslim Entrepreneurs, and Sites of Hybridity."

Chantal Figueroa Department of Organizational Leadership, Policy, & Development (Summer 2014)
"State of Terror, States of Mind: Gender, Mental Health and Systems of Care in Guatemala City." (University of Minnesota)

Everardo Garduño Dept. of Anthropology (Fall 2005)
"From Invented to Imagined and Invisible Communities: Mobility, Social Networks and Ethnicity among the Yumans of Baja California."

Gail Gibbons School of Social Work (Fall 2006)
Dissertation: "Twenty-five Years Later: A Comparative Study of the Socioeconomic Integration of Vietnamese Refugees in Arizona."

Anneliese M Harper School of Human Communication (Spring 1996)
Dissertation: "The Impact of Immigration on Rural Guatemalan Women Ways of Speaking (Gossip)"

Khaleel Hussaini Sociology, School of Social and Family Dynamics (Spring 2008)
"Immigrant Adaptation Among Mexican Students in the Southwest: Understanding Differences Among Fifth Graders' Consumption Norms of Alcohol, Cigarettes, and Marijuana."

Atsuko Kawakami Sociology, School of Social and Family Dynamics (Spring 2012)
"Aging and Identity Among Japanese Immigrant Women."

Heather Kuhn School of Public Health (Spring 2005) (Harvard University) (External Reader)
Dissertation: "Health Profile of Farm workers and Interface of Workers with Healthcare in Imperial County, California: A Qualitative Analysis."

Brenda Ohta Sociology, School of Social and Family Dynamics Spring 2008
Dissertation: "Determinants of Care for Medicare Recipients at the End of Life: Utilization and Decision Making in the Acute Care Hospital."

John Rosinbum Department of History, ASU (Spring 2014)
"A Crisis Transformed: Refugees, Activists and Government Officials in the United States and Canada during the Central American Refugee Crisis."

Emily Skop Dept. of Geography (Spring 2002)
Dissertation: "The Saffron Suburbs: Asian Indian Immigrants Community Formation in Metropolitan Phoenix."

Andrea Vest Family and Human Development, Sanford School, ASU (Fall 2014)
Dissertation: "Latino Adolescents' Organized Activities: Understanding the Role of Ethnicity and Culture in Shaping Participation."

Paloma Elizabeth Villegas Dept. of Sociology and Equity Studies (University of Toronto) (Summer 2012)
Dissertation: "Assembling and (re)marking migrant illegalization: Mexican migrants with precarious status in Canada."

Arely Zimmerman Department of Political Science, (Spring 2010) (UCLA)
Dissertation: "Contesting Citizenship: Identity, Rights, and Participation across Borders, Central Americans in Los Angeles."

Qualifying Examinations/Defenses only

Eugenio Arene Educational Policy Analysis, School of Education

Neel Bhattacharjee Dept. of Geography

Terna Gbasha School of Justice and Social Inquiry

Estye Fenton Department of Sociology and Anthropology (Northeastern University)

Mei Lei School of Public Affairs

M.A. Theses Completed (Chair)

Cherie Espinoza School of Justice Studies (Fall 2000)

Thesis: "Education for Extinction: Protecting Our Roots from Arizona English-Only Initiative."

Dulce Medina Sociology, School of Social and Family Dynamics (Summer 2011)
Thesis: "Return Migration: Modes of Incorporation for Mixed Nativity Households in Mexico"

Emily Sawyer Sociology, School of Social and Family Dynamics (Spring 2009) (co-chair)

Thesis: "The Adoption of Biomedicine into *Quechua* Cosmology of Health and Illness: Treatment-Seeking Behavior in an Indigenous Ecuadorian Community." (Co-Chair)

Cecilia Martinez-Vasquez School of Justice Studies (Summer 2005)

Thesis: "Identity Formation Among Salvadoran Youth of the 1.5 and Second Generation."

M.A. Theses Completed (Committee Member)

John Abiel Benítez Dept. of Geography (Summer 2002)

Thesis: "The Hispanic Protestant Landscape in Mesa, AZ."

Melissa Carpenter Dept. of English/ Comparative Literature (Spring 2001)

Thesis: "También somos madres: Militancy and Maternity in Latin American Testimonios."

Aurelia de La Rosa Aceves Sociology, School of Social and Family Dynamics (Spring 2011)

"Phoenix's Place for the Homeless: Stories from the Maricopa County Human Services Campus."

Mario Escobar Department of Spanish (Fall 2011)

"Globalización, violencia y solidaridad: prácticas discursivas eurocentroamericanas y chicanas."

Miriam Hilin Department of Sociology (Spring 2005)

"Immigration Law and the Family Stability of Mexican Undocumented Immigrants."

Juan Esteban Mejía Aguilar Estudios de Población, Colegio de la Frontera Norte, Mexico (Summer 2014)

"Migrantes Desaparecidos: Una Búsqueda Interminable."

Robert Miller School of Architecture (Spring 1998)

Final Project: "Redesigning the INS Building to Accommodate the Social and Cultural Diversity of Immigrants."

Paul Ara Nersessian Dept. of Religious Studies (Summer 2002)

Thesis: "Borderlands Scholarship."

Reena Patel Global Technology and Development (ASU East) (Summer 2003)

Thesis: "The Re-Enforcement of Traditional Gender Roles in the Technology Sector: A Case Study of Female Engineers in India."

Chara Price Family and Human Development, Social and Family Dynamics (Fall 2012)

"Sibling Behaviors and Mexican Origin Adolescents' After-School Activity Participation."

Emily Skop Dept. of Geography (Summer 1997)

Thesis: "Segmented Paths: The Geographic and Social Mobility of Mariel Cuban Exiles."

Honors Theses Completed (Director)

Michelle Brady School of Justice Studies (Fall 2000)

Thesis: "The Stalker: A Creative Project."

Chrisanne Gultz School of Politics and Global Studies (Spring 2014)

"The Media Construction of Undocumented Immigration as a National Crisis"

Sean McKenzie Departments of Political Science & Spanish (Spring 2008)

"Formation of Perceptions of Migration Among Wives and Mothers Left Behind in Rural Honduras."

Magdalena Valenzuela School of Justice Studies (Spring 2000)

Thesis: "A System Flawed: The Death Penalty in the United States."

Honors Theses Completed (Committee Member)

Anna Fairbanks Bethancourt Department of English (Spring 2011)

"Consolidating Migrant Identity in Arizona: Newcomers and a State's Need for Social Empathy."

Loredana Cuatro Nochez School of Languages and Linguistics, Griffith University, Australia (Summer 2007)

Thesis: "Salvadorian migrant: A case study to investigate their schooling experience, cultural identity and their language maintenance in (Queensland) Australia."

Falynn Glickstein School of Justice Studies (Spring 2004)

Honor's thesis: "Killings of the Women in Juarez."

Brenna Gromley Department of History (Spring 2008)

"Battling Neighbors: The United States Response to Honduras-El Salvador "Soccer War."

Lauren Kerchenko Department of History (Fall 2000)

Thesis: "From the Ukraine to the US: Immigrant Women and Assimilation."

Haley McInnis Sociology (Spring 2013)

"The Role of Religious Organizations in Progressive Social Movements: Local Churches and Their Response to Senate Bill 1070."

Michelle Speck Dept. of Anthropology (Spring 2001)

Thesis: "Mexican Immigrant Women."

Other Undergraduate Mentoring

Lea Fordyce Obama Scholar Mentorship Program 2013-2014

William McDonald B.S. Research Apprenticeship, School of Politics & Global Studies, 2013

Mauro Whiteman B.S. Research Fellow, Center for the Study of Religion and Conflict, Fall 2012

Christy Garcia B.S. Research Apprenticeship, School of Social and Family Dynamics, Fall 2007

Vanessa Tucker B.S. Research Apprenticeship, School of Social and Family Dynamics, Fall 2007

Joshua Whistler B.S. Research Fellow, Center for the Study of Religion and Conflict, 2004-05

Olivia Reyes B.S. Research Fellow, Center for the Study of Religion and Conflict, 2004-05

Sonia Anaya B.S. Research Apprenticeship, School of Justice Studies, Fall 2003

Malea Chavez B.S. Research Apprenticeship, School of Justice Studies, Fall 1998

Panels, Boards and Related

Advisory council member, Immigrant Integration: Assessing and Improving the Collective Response of the Catholic Church in the United States Panel, Center for Migration Studies, New York, 2014-

Institute for Women's Policy Research, Washington, D.C. "Women Immigrants in the New Destinations: Religion's Role in Facilitating Incorporation and Improving Well-Being," 1/2009-2011.

United Nations Development Program (UNDP). San Salvador, El Salvador. Contributor to Report, 12/04-04/05.

Annie E. Casey Foundation. Participant, Consultative Session on Transnational Families, September 23rd, 2002

Center for the Common Good, Vesper Society, Oakland, CA. Research Consultant, Immigration Project, 4/93-2/94

University Eduardo Mondlane, Maputo, Mozambique, Faculdade de Letras, Advisor/Consultant, 1993 (Summer)

Joint Committee on International Migration, Refugee Resettlement, and International Cooperative Development, Sacramento, CA. Research Coordinator, 9/89-1/91

Evaluation, Training and Management Co., Sacramento, CA. Consultant, Project: Rehabilitation programs in low-income communities, 1/90-12/90.

Casa de la Cultura, Ministry of Culture, Managua, Nicaragua Assistant Coordinator, 5/85-9/85.

LULAC, Los Angeles, Program Development Assistant, 9/83-9/84.

Professional Service (*denotes elected)

American Sociological Association

2014-2015 Member, William J. Goode Book Award Committee, Family Section

2013-2014 Member, Lewis A. Coser Award Committee, Theory Section

2013-2014 Founders Award Selection Committee, Latino/a Section

2013 Vice-President elect*; Vice-President, 2015

Program Committee 2015 Meetings

2012-2013 Chair, Article Award Committee, International Migration Section

2010-2013 Member-at-large, ASA Council.*

Fund for the Advancement of the Discipline sub-committee

Minority Fellowship Program Advisory Board (Council Liaison)

2010-2011 Chair, Awards Committees and Chair, Career Award Committee, Latino/a Section

2010 Member, NSF/ASA Postdoctoral Fellowship Review Committee (also in 2012)

2009-2010 Member, Committee on Nominations, Family Section

2007-2008 Member, Awards Committee, Latino/a Section

2007-2009 Member, ASA Committee on Nominations*

2006-2008 Member, Program committee for the Annual Meetings (and sub-committee, author-meets-critics books/session selection).

2005-2006 Chair, Latina/o Section.* (Chair-elect, 2004-2005).

2003-2004, 2004-2005 Member, Thomas and Znaniecki Book Award Committee, International Migration Section.

2003-2006 Council Member, International Migration Section.*

2002-2004 Member, Program committee for the Annual Meetings.

Latin American Studies Association

2009-2010 Diskin Distinguished Lecture and Diskin Dissertation Award Selection Committee member.

2009-2010 Co-chair, Migration and Latin American Diasporas Track, for 2010 meetings, Toronto, Canada

2007-2009 Co-chair, Cross-border Studies and Migration Track, for 2009 meetings, Rio de Janeiro, Brazil.

2004-2006 Council member, Section on Gender.*

2002-2003 Co-chair, Central American Section.*

2000-2002 Council member, Central American Section.*

Pacific Sociological Association

2012-2013 Member, Distinguished Scholarship Award committee

2004-2007 Member (elected). Committee on Committees, Southern Region.*

Society for the Study of Social Problems

2004-2005 Chair, Committee on Committees (one year replacement).

2004 Member, Program Committee for the Annual Meeting.

2002-2005 Member, Committee on Committees.*

2001-2002 Chair, Minority Fellowship Selection Committee.

2001 Site visit for Social Problems Editorial Office, Summer.

2000-2001 Chair-elect and Member. Minority Fellowship Selection Committee.

1998-1999 Member, Lee Founders Award Committee.

Sociologists for Women in Society

Member, Mainstream Team (media contact) 2009-

Editorial/Advisory Boards (Journals)

American Behavioral Scientist, 2009-

Gender & Society, 1/2013-1/2015 (also 1/2003-1/2005)

Journal of Latin American Studies, International advisory board member, 1/2014-

Latino Studies, 2001-

The Sociological Quarterly, 2008-

Studies in Social Justice, 2006-

TRACE (Travaux et Recherches dans les Amériques du Centre), CEMCA 9/2012-

Past

American Journal of Sociology, Consulting editor, 9/2011-8/2013

American Sociological Review, 1/2009-12/2011 (also 1/2003-12/2005)

Journal of Developing Societies, Associate editor, 2002- 2005.

Journal of Developing Societies, Book Review Editor, 1995-2000.

Migraciones Internacionales, 2001-2010

Perspectives on Global Development and Technology, 2001-2003

Editorial Boards (Encyclopedias, Series and Volumes)

Latina/o Sociology, *New York University Press*, 2013-

Lynne Rienner Publishers series on "Latinos in the United States: Studies in Diversity and Change." 8/2004-

Past

Encyclopedia of Global Human Migration (Wiley-Blackwell), Associate Editor 2011-2013

School of Advanced Research Press (Santa Fe, NM), 2007-2010

Immigration and Crime: Ethnicity, Race, and Violence, edited by Ramiro Martinez, Jr., and Abel Valenzuela.
New York University Press (2005).

Latinas in the United States: An Historical Encyclopedia. Vicki L. Ruiz and Virginia Sánchez-Korrol, editors.
Indiana University Press.

Conference Panel Organizer/presider

2014 Organizer & presider, Organizer & presider, Immigrant Illegality: Various Contexts & Approaches, Thematic Session, American Sociological Association, San Francisco, August 16-19

2013 Organizer, Regular Session on Immigrant Communities/Families, American Sociological Association, New York, August 10-13.

2011 Workshop on "Illegality." Co-organizer with Manuel Vasquez and Marc Favreau, Tides Foundation, San Francisco, March 10-11 (sponsored by the Ford Foundation)

2010 Organizer and presider, Thematic Session "Federal and Local Governmental Policy Responses to Immigration," American Sociological Association Meetings, Atlanta, GA, August 14-17.

2009 Organizer and Presider, Thematic Session "Constructing Communities across International Borders," American Sociological Association Meetings, San Francisco, August.

2008 Presider, Thematic session on Immigrants, their Relationships, and Work. American Sociological Association Meetings, Boston, August.

2008 Presider, Session on International Migration American Sociological Association Meetings, Boston, August.

2006 Co-Organizer, Social and Political Capital among Latinos in Urban Areas, American Sociological Association, Montreal, Canada, August.

2004 Organizer and Presider, State Terror in Latin America I and II (two panels), Latin American Studies Association, Las Vegas, NV, October

2004 Organizer and Presider, Thematic Session: "Border Crossing and Human Rights in North America," American Sociological Association, San Francisco, CA, August.

2004 Organizer, Immigration and Religion Section, Sociology of Religion Section, American Sociological Association, San Francisco, CA, August.

- 2004 Organizer/Presider, Roundtables, International Migration Section, American Sociological Association, San Francisco, CA, August.
- 2003 Organizer, Author-meets-Critics panel on Evelyn Nakano Glenn's book "Unequal Freedom: How Race and Gender Shaped American Citizenship and Labor," Harvard University Press, 2002, American Sociological Association, Atlanta, GA, August.
- 2003 Organizer and Presider, Gender and Structural Change in Latin America. Latin American Studies Association, Dallas, TX, March.
- 2003 Organizer and Presider, Guatemalan Migration. Latin American Studies Association, Dallas, TX, March.
- 2003 Organizer and Presider, Regular (Double) Session, Contemporary State Terror in Central America. Rocky Mountain Conference of Latin American Studies, Tempe, AZ, February.
- 2002 Organizer and Presider, Regular Session, Intersections of Work, Class, Gender, and Ethnicity, American Sociological Association, Chicago, Ill, August.
- 2002 Organizer and Presider, Regular Session. Identity, Gender, and Ethnicity, American Sociological Association, Chicago, Ill, August.
- 2001 Organizer and Chair, Session "Immigrants' Rights as Human Rights." Society for the Study of Social Problems Meetings, Anaheim, CA., August.
- 2000 Organizer and Presider, Roundtable "Undocumented Immigration: Legal Categories and Cultural Stereotypes," Immigration Section, American Sociological Association Meetings, Washington, D.C., August.
- 2000 Organizer and Chair, Session "Central American Transnational Migration II: Guatemala-USA." Latin American Studies Association Meetings, Miami, FL, March.
- 1999 Presider, Paper Session on Latinos in the Labor Force, American Sociological Association Meetings, Chicago, IL August.
- 1999 Presider, Refereed Roundtable on Networks and Social Capital, Community and Urban Sociology Section, American Sociological Association Meetings, Chicago, IL. August.
- 1998 Organizer and Presider, Refereed roundtable on Central American Women in a Neo-liberal Age. Latin American Studies Association Meetings, Chicago, IL. September.
- 1998 Organizer and Presider, Refereed roundtable on Gender and Immigration, International Migration Section, American Sociological Association Meetings, San Francisco, CA. August.
- 1998 Organizer and Presider, Refereed roundtable on Cross-country Comparisons of the State-Community Link, Urban and Community Sociology Section, American Sociological Association Meetings, San Francisco, CA. August.
- 1997 Table Presider, Refereed roundtable on Immigration and Social Networks, International Migration Section, American Sociological Association Meetings, Toronto, Canada. August.
- 1992 Chair, Session on El Salvador: Current Social and Political Issues, Latin American Studies Association Meetings, Los Angeles, CA. September.
- 1990 Organizer & Presider, Refereed Roundtable on "Class Relations, Social Conflict and Uneven Development in the Periphery: Interaction of Regional, National, and International Forces." American Sociological Association Meetings, Washington, DC. August.
- 1990 Presider, Section on Demography, Pacific Sociological Association Meetings, Spokane, WA. April.
- 1990 Presider, Section on Development, Pacific Sociological Association Meetings, Spokane, WA. April.

Other professional service

- 2006-2012 Expert/member, Working Group on Global Childhood and Migration
- 2006 Faculty participant, Fourth Annual Summer Institute on International Migration, Center for Comparative Immigration Studies, University of California, San Diego, June 19-23.
- 2002 "Hispanic Gendering of the Americas: Beyond Cultural and Geographical Boundaries." National Endowment for the Arts Summer Institute for College and University Teachers, Arizona State University, June 17-July 19. (Institute faculty member.)
- 1999 Guest speaker, Professional Development Pro-seminar, School of Justice Studies, Arizona State University. February 26th. Dr. Marjorie Zatz.
- 1998 Co-Chair. Immigration and Human Rights Working Group, Inter-University Program for Latino Research. (IUPLR, based at the University of Texas, Austin.)

1997 Mentor. Southwest Institute for Research on Women. Summer Institute on Global Processes, Local Lives: Comparative Approaches to Women's and Area Studies. University of Arizona. 6/8-15.

Roundtable presider, International Migration Section, ASA. (annual, regular participation)

Grant Reviews: NSF Law and Society Program (2005, 2007, 2008, 2013); NSF Social and Behavioral Sciences Program (1996, 2005, 2006, 2007); NSF Sociology Program (2012, 2013), Social Sciences and Humanities Research Council of Canada (2002, 2004, 2007); Foundation for Child Development, New York (1997); Louisiana Board of Regents' Research Competitiveness Subprogram (2006); Israel Science Foundation (2007, 2010); Austrian Science Fund (2010), National Humanities Center (2011), Russell Sage Foundation (2013), Sam Houston State University Office of Sponsored Projects (2013).

Manuscript referee for professional journals: Gender & Society, Feminist Review, Feminist Formations, Women's Studies International Forum, Violence Against Women, American Sociological Review, European Sociological Review, American Journal of Sociology, British Journal of Sociology, Social Forces, Social Psychology Quarterly, Social Problems, Sociological Focus, Sociological Forum, Sociological Inquiry, Sociological Spectrum, The Sociological Quarterly, Rural Sociology, International Journal of Comparative Sociology, Punishment and Society, Theory and Society, Comparative Studies of Society and History, Work & Occupations, Demography, International Migration Review, International Migration, Migraciones Internacionales, Migration Studies, Global Networks: A Journal of Transnational Affairs, Asian and Pacific Migration Journal, Journal of Marriage and the Family, Journal of Comparative Family Studies, Psychological Bulletin, Review of Religious Research, Journal for the Scientific Study of Religion, Sociology of Religion, Method and Theory in the Study of Religion, The Journal of Latin American Anthropology, Journal of Developing Societies, Annals of the Association of American Geographers, International Journal of Population Geography, Political Geography, Population Studies, Estudios Demográficos y Urbanos, Social Identities, Latino Studies, Ethnic and Racial Studies, Social Politics, American Politics Research, Journal of Intercultural Studies, Social Science and Medicine (Anthropology division), Human Organization, Current Anthropology, Anthropological Quarterly, Anthropologie et Sociétés, Journal of Contemporary Ethnography, Societies without Borders, Law and Society Review, Mobilization: An International Journal, Bullfrog Films, Journal of Comparative Policy Analysis, Journal of Poverty.

Manuscript referee for book publishers: The University of Arizona Press, The University of California Press, The University Press of Florida, The Johns Hopkins University Press, School of American Research Press, New York University Press, University of Notre Dame Latino Studies Institute, Oxford University Press, University of Pittsburg Press, Polity Press, Routledge, Rutgers University Press, Springer, Stanford University Press, Temple University Press, Wadsworth Publishing Co.

Tenure and promotion reviews: University of Alaska, SUNY Albany, Amherst College, University of British Columbia, Bucknell University, UC Berkeley, UC Irvine, UCLA, UC Santa Cruz, Cornell University, CUNY, Dartmouth College, Drexel University, Florida International University, Fordham University, University of Illinois Urbana-Champaign, University of Illinois, Chicago, Iowa State University, Kansas State University, University of Massachusetts, Lowell, Michigan State University, Northeastern University, Pitzer College, Pomona College, Princeton University, Texas A&M, University of Toronto, University of South Florida, University of Southern California, University of Utah, Wellesley College.

Program review: Global and Sociocultural Studies, Florida International University (Graduate Program)

Service at Arizona State University

University

2014 Southwest Borderlands Initiative Selection Committee (member)

2013-2016 Member, University Graduate Council

2012-2014 Co-convener, working group on Immigration Theory, Institute for Humanities Research

2012-2014 Co-organizer, Working group on Latin American Studies, Institute for Humanities Research
2012-2014 Member, Executive Board, Faculty Women's Association
2012-2014 Outstanding Doctoral Mentor Committee, Graduate College
2012-2013 Member, Executive Board, Comparative Border Studies Center, School of Transborder Studies
2011-2012 President, Chicano and Latino Faculty and Staff Association
2009 Member, Personnel Committee, Dept. of Transborder, Chicano/a, & Latino/a Studies (Fall)
2007-2010 Member, Campus Environment Team
2006-2008 Faculty Liaison, Chicano & Latino Faculty and Staff Association/Faculty Women's Association.
2006 Member, Advisory Board, Center for Latin American Research (Fall)
2006 Faculty panel participant, Social Science Graduate Student Association, April 21st.
2006 Panel judge, Graduate Students in Life, Earth, and Social Sciences Association, Feb 17th.
2006 Member, Personnel Committee, Asian Pacific American Studies Program.
2003-2004 Mentor, Faculty Development Program
2004-2005 Member, Search Committee (for director) Center for Latin American Studies,
2003-2004 Member, Steering Committee, School of Global Studies
2003 Keynote speaker, Sociology Club kickoff celebration. Department of Sociology, Nov. 18th.
2003 Sabbatical Review, Social and Behavioral Sciences, Arizona State University West.
2003-2004 Member, Personnel Committee, Asian Pacific American Studies Program.
2001-2002 Member, Committee on the Status of Women.
2000- Member. Race and Ethnic Relations Doctoral Examination Committee, Department of
Sociology.
1998-2001 Member, Executive Board, Committee on Law and the Social Sciences.
2000-2001 Member, Child and Family Services Advisory Board.
2000-2001 Member, Recruitment Committee. Asian Pacific American Studies Program.
2000, 2001, and 2002 Graduate College Representative in Dissertation Defenses: May 2002,
September 2001, July 2000.
1999 Participant (and fund raising), First Conference on Central American Literature and Culture, April.
1999 Participant, "A Campus Climate for Diversity Summit." (Part of "Preparing for the University of the
Next Century.") March 27th
1998-1999 Member, Search Committee, Department of Chicana/Chicano Studies.
1998-1999 Member, Search Committee, Department of Religious Studies.
1997-1999 Coordinator. Women in Latin America Working Group. Center for Latin American Studies.
1996-1997 Advisory Council, Center for Latin American Studies.

College of Letters, Arts and Sciences

2013-2014 Member, Committee on Committees (elected)
2012 (Spring semester) Search Committee member (for Social Science Dean)
2010-2011 Member, Dean's Advisory Council

College of Public Programs

2001-2002 College of Public Programs Internal Grants Committee.

School of Social and Family Dynamics (2005-present)

2012- Associate Director
2007-2009; 2010-2012 Director, Graduate Studies (Sociology)
2006-2007 Graduate Committee (member).

School of Justice Studies (1996-2005)

Chair: Personnel Committee; Computer and Colloquium Committee

Member (multiple years): Policy Work Group, Graduate Committee, Personnel Committee, John P. Frank
Lecture Committee, Graduate Committee, Computer Committee, Recruitment Committee

Community Service and Public Presentations

- 2014 “Conversación sobre migración.” Centro Laboral, South Omaha, November 10th.
- 2014 Panel “Global Violence and Social Justice: A Conversation”, Tucson Festival of Books, March 15th.
- 2012 “The Effects of Migration on Those Who Stay in the Countries of Origin.” Foundation for Inter-Cultural Dialogue, Tempe, AZ, December 5.
- 2008, 2009 Committee member, II Feria de la Pupusa, Unidos en Arizona/Comité Salvadoreño, Nov.
- 2007 Presentation to Wilson Elementary School students, Faculty Ambassadors Program, Nov 16th.
- 2006 Academic participant, Religious Convening, Interfaith Worker Justice, Phoenix Dioceses, 3/26-3/27.
- 2002 Presentation, ASU Escribe, Arizona State University Public History Program, Arizona Book Festival, April 6th.
- 2001 Lecture on immigration. Phoenix Civitan Club, Phoenix Arizona. June 7th.
- 2000 Organizer and Chair. Feria Informativa de Servicios Sociales (Social Services Informational Fair for Latino immigrants in the area), ASU Downtown Center. July 15th.
- 2000 Immigrants and Laborers. Presentation to the City of Mesa, Arizona Neighborhood Committee. May 25th.
- 8/90-12/93 Northern California Legal Services, Sacramento, CA. Legal Assistance and Refugee Project, Assistant/Translator (Volunteer)
- 5/91- 8/92 Dixon Family Planning Services, Dixon, CA (Research Consultant)

Expert witness (pro bono) in several political asylum and domestic violence cases, and deportation hearings of Central American immigrants in Los Angeles, Phoenix, Chicago, North Carolina, Texas and Virginia.

Numerous local, regional, national and international media (radio, television and newspapers) interviews (in English and Spanish).

Memberships

American Sociological Association
Latin American Studies Association
Sociologists for Women in Society
Eastern Sociological Society
Pacific Sociological Association
Society for the Study of Social Problems
Citizenship and Immigration Network, Law and Society Association
Red Internacional de Migración y Desarrollo
Association for the Sociology of Religion

Languages

Fluent in Spanish and Portuguese.
Fair knowledge of French and Italian.

References:

Furnished upon request

Cindy Faith Miller
Arizona State University
School of Social and Family Dynamics
P.O. Box 873701
Tempe, AZ 85287-3701
Email: cindy.f.miller@asu.edu

EDUCATION

- 2008 **Ph.D.** New York University
Major: School Psychology
Specialty Sequence: Research and Statistics
Pennsylvania School Psychologist Certificate, 2007
Dissertation: *The Influence of Gender Stereotypes on Children's Performance: A Developmental Exploration of Mechanisms and Vulnerability Factors*, (Chair: Diane N. Ruble, Committee Members: Iris Fodor and Joshua Aronson)
- 2002 **M.A.** New York University
Major: Educational Psychology/School Psychological Services
- 1998 **M.A.** Arcadia University
Major: Counseling Psychology (with Distinction)
Master's Research Project: *The relation between suicide and sexual identity* (Advisor: Angela R. Gillem)
- 1995 **B.A.** Pennsylvania State University
Major: Psychology

LICENSES /CERTIFICATIONS

2014 Licensed Psychologist (AZ; License # 4477)

2013 Nationally Certified School Psychologist (NCSP; Certification # 43085)

CURRENT EMPLOYMENT

1/09 to present **Assistant Research Professor**
The Sanford Harmony Program
T. Denny Sanford School of Social and Family Dynamics,
Arizona State University

RESEARCH EXPERIENCE

- 1/06 to 1/09 **Applied Researcher**
Devereux Foundation, Day School, Supervisor: Amy Broscof, Ph.D.
Projects: examined the effectiveness of positive behavior support programs with students enrolled in an emotional/behavioral support school
- 9/99 to 8/05 **Research Assistant**
New York University, Advisor: Diane N. Ruble, Ph.D.
Projects: assisted with the design and implementation of research examining gender development in children
- 9/97 to 7/99 **Research Assistant**
Temple University, Supervisor: Lauren B. Alloy, Ph.D.
Project: assisted with the design and implementation of a longitudinal study on the psychosocial aspects in the course of Bipolar Disorders
- 6/97 to 8/97 **Volunteer Research Assistant**
Temple University, Infant Lab
Supervisors: Kathy Hirsh-Pasek, Ph.D. and Nora Newcombe, Ph.D.
Project: assisted with research concerning spatial memory and language development in infants and toddlers
- 9/94 to 5/95 **Independent Study**
Pennsylvania State University, Supervisor: Keith Nelson, Ph.D.
Project: assisted with program development for a study designed to assess children's cognitive acquisition and artistic ability

PEER-REVIEWED PUBLICATIONS

- Kochel, K. P., Miller, C. F., Updegraff, K. A., Ladd, G. W., & Kochenderfer-Ladd, B. J. (2012). Associations among fifth graders' gender atypical problem behaviors and peer relational maladjustment: A short-term longitudinal study. *Journal of Youth and Adolescence, 41*, 1022-1034.
- Zosuls, K. M., Martin, C. L., Ruble, D. N., Miller, C. F., Gaertner, B. M., England, D. E., & Hill, A. P. (2011). "It's not that we hate you": Understanding children's gender attitudes and expectancies about peer relationships. *British Journal of Developmental Psychology, 29*, 288-304.
- Zosuls, K. M., Miller, C. F., Ruble, D. N., Martin, C. L., & Fabes, R. A. (2011). Gender development research in Sex Roles: Historical trends and future directions. *Sex Roles, 64*, 826-842.

Miller, C. F., Lurye, L. E., Zosuls, K. M., & Ruble, D. N. (2009). Accessibility of gender stereotype domains: Developmental and gender differences in children. *Sex Roles, 60*, 870-881.

BOOK CHAPTERS

Hanish, L. D., Martin, C. L., DeLay, D., Miller, C. F., Fabes, R. A., & Updegraff, K. A. (under review). Social harmony in schools: A framework for understanding peer experiences and their effects. In K. Wentzel and G. Ramani (Eds.), *Handbook on Social-Emotional, Motivation, and Cognitive Outcomes in School Contexts*.

Martin, C. L., Fabes, R. A., Hanish, L. D., Gaertner, B., Miller, C. F., Foster, S., & Updegraff, K. A. (under review). Using an intergroup contact approach to improve gender relationships. In A. Rutland, D. Nesdale, & C. Brown (Eds.), *Handbook of Group Processes in Children and Adolescents*.

Frey, J. R., Elliott, S. N., & Miller, C. F. (2014). Best Practices in Social Skills Training. In A. Thomas & P. Harrison (Eds.), *Best Practices in School Psychology* (6th ed.). Bethesda, MD: National Association of School Psychologists.

Miller, C. F., Martin, C. L., Fabes, R. A., & Hanish, L. D. (2013). Bringing the cognitive and social together: How gender detectives and gender enforcers shape children's gender development. In M. R. Banaji & S. A. Gelman (Eds.), *Navigating the Social World: What infants, children, and other species can teach us*. New York: Oxford University Press.

Miller, C. F., Trautner, H. M., & Ruble, D. N. (2006). The role of gender stereotypes in children's preferences and behavior. In L. Balter & C. S. Tamis-LeMonda (Eds.), *Child psychology: A handbook of contemporary issues* (2nd ed., pp. 293-323). New York: Psychology Press.

ENCYCLOPEDIA ENTRIES

Miller, C. F. (under review). Theories of Gender Development. In N. Naples (Ed.), the *Wiley-Blackwell Encyclopedia of Gender and Sexuality Studies*.

MANUSCRIPTS IN PREPARATION

Miller, C. F., Kochel, K. P., Wheeler, L. A., Updegraff, K. A., Fabes, R. A., Martin, C. L., & Hanish, L. D. The Efficacy of the Sanford Harmony Program's Relationship Building Activities in 5th Grade.

Field, R. D., Miller, C. F., Kochel, K. P., Updegraff, K. A., Martin, C. L. The interaction of expectations and efficacy in predicting frequency of other-gender interactions.

Miller, C. F., & Ruble, D. N. The conditional effects of gender stereotypes on children's performance: Developmental trends and vulnerability factors.

PRESENTATIONS

Miller, C. F., Reisslein, M. & Ozogul, G. (2015, March). Gender, ethnic, and developmental differences in children's knowledge of and interest in engineering activities. Poster to be presented at the 2015 Society for Research in Child Development Biennial Meeting, Philadelphia, PA.

Miller, C. F., Kochel, K. P., Wheeler, L. A., Updegraff, K. A., Fabes, R. A., Martin, C. L., & Hanish, L. D. (2015, March). The Efficacy of the Sanford Harmony Program's Relationship Building Activities in 5th Grade. Paper to be presented in D. Delay (Chair), *When interventions alter peer relationship dynamics: The positive impact on child and adolescent adjustment*. Society for Research in Child Development Biennial Meeting, Philadelphia, PA.

Delay, D., Miller, C. F., Zhang, L., Hanish, L. D., Martin, C. L., Fabes, R. A., Kochel, K. P., & Updegraff, K. A. (2015, March). The effect of classroom context on peer relationship dynamics: When can we expect peer influence on achievement? Paper to be presented in A. Ryan (Chair), *Peer Processes and School Adjustment: Examining Classroom Variations and Contextual Factors*. Society for Research in Child Development Biennial Meeting, Philadelphia, PA.

Miller, C. F., & Foster, S. (2015, February). Building connections: Strategies for promoting inclusion and positive peer relationships. Mini-skills workshop to be conducted at the 2015 National Association of School Psychologists (NASP) Convention, Orlando, FL.

Field, R. D., Miller, C. F., Kochel, K. P., Petersen, S. M., & Updegraff, K. A. (2013, April). The interaction of expectations and efficacy in predicting frequency of other-gender interactions. Poster presented at the 2013 Society for Research in Child Development Biennial Meeting, Seattle, WA.

Miller, C. F., Gaertner, B., Kochel, K. P., Martin, C. L., Fabes, R. A., Hanish, L. D., Updegraff, K. A., & Foster, S. A. (2012, November). The Sanford Harmony Program: Promoting positive relationships between girls and boys. Invited talk presented in A. Ryan (Organizer), *Peers, Classroom and School Dynamics*. International Video Conference on Peer Relations, Emanating from Concordia University, Montreal, Canada.

- Miller, C. F., & Kochel, K. P., (2012, April). *The Sanford Harmony Program – Intermediate: Overview and preliminary findings*. Invited address presented at the Gender Development Research Conference, San Francisco, CA.
- Martin, C. L., Fabes, R. A., Hanish, L. D., Updegraff, K. A., Miller, C. F., Gaertner, B., Kochel, K. P., & Foster, S. A. (2012, April). *The Sanford Harmony Program: Program description and preliminary findings*. Invited address presented at the Gender Development Research Conference, San Francisco, CA.
- Hanish, L. D., Martin, C. L., Fabes, R. A., Updegraff, K. A., Gaertner, B., Miller, C. F., Kochel, K. P., Sallquist, J., & Foster, S. A. (2012, April). Bringing boys and girls together in the classroom: The Sanford Harmony Program. Paper presented in L. D. Hanish (Chair), *Gender in the classroom: Issues and answers*. Annual Meeting of the American Educational Research Association, Vancouver, Canada.
- Miller, C. F., Kochel, K. P., Petersen, S. M., & Updegraff, K. A. (2012, April). *Children's lay theories of gendered behaviors: Across-time associations with cognitive and social outcomes*. Poster presented to the Gender Development Research Conference, San Francisco, CA.
- Miller, C. F., Kochel, K. P., Updegraff, K. A., Fabes, R. A., Martin, C. L., & Hanish, L. D. (2012, March). *Individual factors associated with fifth graders' desire for same-versus other-sex interactions*. Poster presented at the Society for Research on Adolescence, Vancouver, Canada.
- Kochel, K. P., Miller, C. F., Updegraff, K. A., Fabes, R. A., Martin, C. L., & Hanish, L. D. (2012, March). *Fifth graders' psychosocial adaptation as a function of gender typicality*. Poster presented at the Society for Research on Adolescence, Vancouver, Canada.
- Miller, C. F., Wheeler, L. A., Updegraff, K. A., & Foster, S. A. (2010, June). *Interaction patterns between preadolescent girls and boys: Implications for the development of a school-based relationship program*. Poster presented at the Society for Prevention Research 18th Annual Meeting, Denver, Colorado.
- Kochel, K. P., Miller, C. F., Updegraff, K. A., Ladd, G. W., & Kochenderfer-Ladd, B. J. (2010, April). *Associations among fifth graders' gender atypical problem behaviors and peer relational maladjustment: A short-term longitudinal study*. Poster session presented at the Gender Development Research Conference, San Francisco, CA.
- Miller, C. F., & Ruble, D. N. (2008, April). *Not all stereotypes are created equal: The conditional effects of gender stereotypes on children's performance*. Poster session presented at the Gender Development Research Conference, San Francisco, CA.

- Williams, N. & Miller, C. F. (2007, June). *Scholastic Read 180: Effect on Reading Ability for Students at an Approved Private School*. Poster session presented at the Devereux Semi-Annual Clinical Coordinator Meeting, Institute of Clinical Training and Research, Villanova, PA.
- Miller, C. F. (2006, July). *Evaluation of a school-wide violence prevention program at a day school for students with emotional and behavioral disorders*. Paper presented at the 2006 Devereux Intern Research Symposium, Institute of Clinical Training and Research, Villanova, PA.
- Miller, C. F., & Ruble, D. N. (2006, April). *Children's reactions to gender stereotypes: Developmental predictions*. Poster session presented at the 2006 Gender Development Research Conference, San Francisco, CA.
- Miller, C. F., & Ruble, D. N. (2004, April). *Children's accessible knowledge of gender stereotypes*. Poster session presented at the Gender Development Research Conference, San Francisco, CA.
- Miller, C. F. (2004, April). *The influence of gender stereotypes on children's performance: A developmental exploration of mechanisms and vulnerability factors*. Research proposal presented at the Spring 2004 New York University Developmental Psychology Research Seminar, New York, NY.
- Miller, C. F., & Ruble, D. N. (2003, April). *Children's open-ended report of gender stereotypes*. Poster session presented at the 2003 Society for Research in Child Development Biennial Meeting, Tampa, FL.
- Miller, C. F., & Gillem, A. R. (2002, April). *The relation between suicide and sexual identity*. Poster session presented at the 35th annual American Association of Suicidology Conference, Bethesda, MD.
- Miller, C. F. (2001, June). The development of gender schemas: Promoting awareness in children. In I. Fodor (Chair), *Social emotional education: A Gestalt/Cognitive framework for program development*. Symposium conducted at the Second International Conference: Gestalt Approaches to Working with Children, Adolescents, and their Worlds, Cleveland, OH.

CURRICULUM DEVELOPMENT

- Miller, C. F., & Gaertner, B. (2014). *Meet Up and Buddy Up: Sanford Harmony Program's Everyday Practices*. Tempe, AZ: Sanford Harmony Program.
- Miller, C. F. (2014). *Sanford Harmony Program's Relationship Building Activities: 3rd Grade*. Tempe, AZ: Sanford Harmony Program.

Miller, C. F. (2014). *Sanford Harmony Program's Relationship Building Activities: 4th Grade*. Tempe, AZ: Sanford Harmony Program.

Miller, C. F., Kochel, K. P., Wheeler, L. A. (2013). *Sanford Harmony Program's Relationship Building Activities: 5th Grade*. Tempe, AZ: Sanford Harmony Program.

TEACHING EXPERIENCE

Courses Taught

- | | |
|--------------------------------|---|
| 1/14 to present | Instructor , Social Statistics I (undergraduate level)
T. Denny Sanford School of Social and Family Dynamics, Arizona State University |
| 9/11 to 12/13 | Co-Instructor , The Lives of Girls and Boys: Initiatives on Gender Development and Relationships (undergraduate level)
T. Denny Sanford School of Social and Family Dynamics, Arizona State University |
| 8/09 to 12/09 | Co-Instructor , Human Development (honors undergraduate level)
T. Denny Sanford School of Social and Family Dynamics, Arizona State University |
| 4/09 to 7/09 | Course Development , Gender, Peers, and Schools (undergraduate level, online course), co-designed and prepared course materials
T. Denny Sanford School of Social and Family Dynamics, Arizona State University |
| 1/07 to 5/07 | Adjunct Instructor , Child and Adolescent Counseling: Clinical and School Applications (master's level)
Department of Psychology, Arcadia University |
| 9/06 to 12/06 | Adjunct Instructor , Counseling Practicum (master's level)
School of Arts and Sciences, Holy Family University |
| 9/04 to 5/05 | Teaching Assistant , Advanced Practicum in School Psychology (doctoral level)
Department of Applied Psychology, New York University |
| 1/04 to 5/04;
9/02 to 12/02 | Teaching Assistant , Personality Theories (undergraduate level)
Department of Psychology, New York University |

9/01 to 12/01 **Adjunct Instructor**, Educational Statistics II (doctoral level)
Department of Humanities and Social Sciences,
New York University

9/00 to 12/00 **Adjunct Instructor**, Basic Statistics I (undergraduate level)
Department of Humanities and Social Sciences,
New York University

Guest Lectures

11/2014 *The Sanford Harmony Program*. Presented in an undergraduate-level Men and Masculinity Course at ASU (SOC 363) taught by Stephen Kulis.

10/2013;
3/2010 *The Sanford Harmony Program*. Presented in a graduate-level Gender Development Course at ASU (CDE 610) taught by Carol L. Martin.

10/2008 *Special Education: The role of psychologists*. Presented at the 2008-2009 Devereux Pre-doctoral Intern Seminar Series, Institute of Clinical Training and Research, Villanova, PA.

1/2006 *Social Skills Interventions*. Presented at the 2005-2006 Professional Psychology Traineeship Seminar Series, Institute of Clinical Training and Research, Villanova, PA.

11/2005 *Conduct Disorder: Clinical Presentation and Treatment Methodologies*. Presented at the 2005-2006 Professional Psychology Traineeship Seminar Series, Institute of Clinical Training and Research, Villanova, PA

Graduate Student Committees

Comprehensive Examination Committees

2013 Ryan Field *A developmental perspective on the transition to mixed-gender groups: Exploring the role of early peer experiences, individual characteristics, and contextual factors*

Master's Thesis Committees (proposal)

2014 Shawna Petersen *How gender typicality moderates the relationship between preadolescents' empathy and acceptance by peers*

SUPERVISORY EXPERIENCE

- 1/09 to present **Research Supervisor**
 T. Denny Sanford School of Social and Family Dynamics, Arizona State University
Responsibilities: supervise staff and doctoral/bachelor's level research assistants on tasks related to the Sanford Harmony Program
- 9/06 to 1/09 **Research Supervisor**
 Devereux Day School, Devereux Foundation
Responsibilities: supervised doctoral and bachelor's level applied research projects; primary supervisor for 2008 Savin Scholar doctoral intern recipient
- 9/05 to 1/09 **Clinical Supervisor**
 Devereux Day School, Devereux Foundation
Responsibilities: supervised APA doctoral interns and bachelor's level clinical psychology students in crisis intervention, assessment, consultation, and individual/group therapy
- 9/01 to 9/05 **Research Assistant Supervisor**
 Department of Psychology, New York University
Responsibilities: assisted with the supervision of undergraduate research assistants at NYU's gender development laboratory

SUPERVISED CLINICAL EXPERIENCE

- 9/06 to 1/09 **Certified School Psychologist**
Lead Clinician (8/08-1/09)
Clinical Postdoctoral Position (1/08-1/09)
 Day School, Devereux Foundation, Downingtown, Pennsylvania
Responsibilities: conducted weekly individual therapy with children/adolescents enrolled in an emotional and behavioral support educational program; administered psychological, academic, and behavioral evaluations; conducted weekly intake assessments; consulted with multidisciplinary team, parents, and outside service providers; co-facilitated social skills classes each week; provided as-needed counseling and crisis interventions with students; conducted staff trainings on positive behavior support programs; provided clinical and research supervision to pre-doctoral interns

- 9/05 to 8/06 **Clinical Psychology Internship, APA Accredited Program**
Devereux Foundation, Villanova, Pennsylvania
Responsibilities: conducted individual therapy with children/adolescents enrolled in a special education program; administered evaluations; consulted with teachers/parents; conducted social skills classes; implemented an anti-violence prevention program; supervised psychology trainee; provided as-needed crisis interventions; attended training seminars; completed summer rotation at an inpatient hospital for children/adolescents
- 9/04 to 8/05 **Outpatient Psychology Externship**
Child Development Center, Jewish Board of Family and Children's Services, New York, New York.
Responsibilities: conducted weekly outpatient individual therapy with children and adults; administered psychological, psychoeducational, and neuropsychological evaluations
- 9/03 to 8/04 **Early Childhood Externship Program**
Child Development Center, Jewish Board of Family and Children's Services, New York, New York
Responsibilities: conducted twice weekly play therapy with preschoolers enrolled in a therapeutic nursery program; administered psychological, psychoeducational, and neuropsychological evaluations; consulted weekly with a multidisciplinary team; participated in psychotherapy, testing, and consultation seminars; attended and presented at case conferences
- 7/03 to 7/04 **Outpatient Psychology Externship**
Psychiatric Outpatient Services for Children (POSC), Beth Israel Medical Center, New York, New York
Responsibilities: conducted weekly individual therapy sessions with children and adults
- 9/02 to 6/03 **Child, Adolescent, and Family Advanced Externship/
Multicultural Track**
Psychiatric Outpatient Services for Children (POSC), Beth Israel Medical Center, New York, New York
Responsibilities: conducted weekly therapy sessions with children and families; employed supervised family therapy and family-based evaluations in front of a one-way mirror; led a weekly process group for first year doctoral externs; participated and presented in multicultural and family therapy seminars

- 9/01 to 8/02 **Child, Adolescent, and Family Externship/Multicultural Track**
Psychiatric Outpatient Services for Children (POSC), Beth Israel
Medical Center, New York, New York
Responsibilities: conducted weekly individual therapy sessions with
children and families; employed supervised family therapy and
family-based evaluations in front of a one-way mirror; administered
psychological and psychoeducational evaluations; completed weekly
intake assessments; participated and presented at multicultural and
family therapy seminars and case conferences
- 9/00 to 6/01 **School Psychology Consultation Externship**
Walt Whitman Middle School (I.S. 246), Brooklyn, New York
Responsibilities: established consultative relationships with teachers
and staff; provided weekly individual counseling sessions with
students; conducted a weekly social skills group; implemented a
conflict resolution program with a 7th grade special education
class; developed and implemented behavioral intervention strategies
with individual students; observed and assisted with parent
consultation meetings; participated in Pupil Personnel Meetings;
completed and wrote up classroom observations
- 9/99 to 6/00 **School Psychology Externship**
Little Red School House, New York, New York
Responsibilities: conducted individual play therapy with elementary
school students; designed and implemented a group social skills
assessment and intervention; developed and utilized a cognitive-
behavioral social anxiety intervention; observed and assisted with
parent and teacher consultation meetings; participated in Learning
Support Meetings; completed classroom observations
- 9/97 to 5/98 **Counseling Psychology Practicum**
Lenape Valley Foundation, Doylestown, PA
Responsibilities: conducted individual and family outpatient therapy
with children, adolescents, and adults; participated in weekly
seminars

ADDITIONAL CLINICAL EXPERIENCE

- 10/96 to 9/97 **Staff Counselor**
Crestwood Residential Treatment/Woods Services, Langhorne, PA
Responsibilities: implemented behavior management program for
children/adolescents with emotional and behavioral difficulties

9/95 to 9/96 **Life Skills Trainer**
Beechwood Center of NJ/Woods Services, Merchantville, NJ
Responsibilities: developed and implemented structured day program
for adults with brain injuries

6/95 to 9/95 **Client Care Worker**
Beechwood Center of NJ/Woods Services, Merchantville, NJ
Responsibilities: assisted adults with brain injuries in activities of
daily living

UNIVERSITY SERVICE

2010-2011 **Alumni Volunteer Career Mentor**
Arcadia University

2009-2010 **Sanford Fellow Liaison**
T. Denny Sanford School of Social and Family Dynamics, Arizona
State University

2006-2008 **Predoctoral Psychology Intern Selection Committee Member**
Devereux Day School, Devereux Foundation (APA Accredited)

2004-2005 **Doctoral Student Selection Committee Member, Graduate
Student Representative**
School Psychology Programs, New York University

2004 **APA Accreditation Report Committee Member**
School Psychology Ph.D. Program, New York University

PROFESSIONAL SERVICE

Ad Hoc Reviewer

The Journal of Early Adolescence (starting 4/2009)

Child Development (starting 2/2010)

Sex Roles (starting 10/2010)

Psychological Science (starting 11/2011)

Social Development (starting 04/2012)

Parenting: Science and Practice (starting 09/2013)

Developmental Science (starting 08/2014)

Book Reviewer (Delusions of Gender)

Provided feedback to Cordelia Fine on selected chapters in her book (7/2009)

Program Reviewer

Society for Research in Child Development 2015 Biennial Meeting (Panel 18: Social, Emotional, Personality)

Society for Research in Child Development 2013 Biennial Meeting (Panel 28: Gender and Development)

PROFESSIONAL AFFILIATIONS

American Psychological Association, since 1999

National Association of School Psychologists, since 1999

Society for Research in Child Development, since 2002

Society for Prevention Research, since 2010

HONOR SOCIETIES

PSI CHI National Honor Society

Alpha Epsilon Lambda Graduate Honor Society

Pi Lambda Theta International Honor Society and Professional Association in Education

Amy Lynn Reesing

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T. Denny Sanford School of Social and Family Dynamics
Family and Human Development
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Tempe, AZ 85287-3701
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EDUCATION

- Ph.D. May 2003 Family Studies and Human Development
The University of Arizona, Tucson, Arizona
Dissertation: *Relationship Commitment and its Association with Relationship Maintenance: An Application of the Commitment Framework*
Advisor: Dr. Rodney M. Cate
- M.S. Dec 2000 Family Studies and Human Development
The University of Arizona, Tucson, Arizona
Master's Thesis: *Does Shared Meaning Influence Premarital Relationships?*
Advisor: Dr. Rodney M. Cate
- B.A. Dec 1996 Psychology, Summa Cum Laude, Honors in Psychology
Minor: Family Studies
The University of Arizona, Tucson, Arizona
Honors Thesis: *Will I Still Love You Tomorrow? : Predictors of Relationship Commitment*
Advisor: Dr. Bonnie L. Barber

EMPLOYMENT AND PROFESSIONAL EXPERIENCE

- Fall 2008-
Present **Coordinator for Online Programming**, T. Denny Sanford School of Social and Family Dynamics, Arizona State University
- Fall 2007-
Present **Lecturer**, T. Denny Sanford School of Social and Family Dynamics, Arizona State University
- Fall 2004-
Summer 2007 **Postdoctoral Research Associate**, Understanding School Success, Arizona State University
- Fall 2003-
Summer 2007 **Faculty Associate**, School of Social and Family Dynamics, Arizona State University

TEACHING EXPERIENCE

COURSES TAUGHT

Arizona State University – T. Denny Sanford School of Social & Family Dynamics (Fall 2003 – Present)

CDE 232: Human Development (ASU Online Course, iCourse, and Face-to-Face Course)

FAS 301: Introduction to Parenting (ASU Online Course, iCourse, and Face-to-Face Course)

FAS 331: Marriage and Family Relationships (Face-to-Face Course)

FAS 370: Family, Ethnic, and Cultural Diversity (Face-to-Face Course)

FAS 498: Conflict Resolution (iCourse)

FAS 499: Individualized Instruction (Face-to-Face Course)

FAS 580: Online Teaching Seminar (Face-to-Face Course)

The University of Arizona – Family Studies & Human Development (Summer 1999-Summer 2007)

FSHD 337: Dynamics of Family Relations (Face-to-Face Course, and Correspondence Course)

FSHD 450: Human Sexuality and Relations (Face-to-Face Course)

Responsibilities include designing courses appropriate to the method of delivery; developing course syllabi and detailed course objectives; selecting texts, readings, and illustrative videos; setting up course websites; preparing and presenting lectures; facilitating class discussions and activities; creating and evaluating exams, papers and assignments; holding office hours; corresponding with students via email/mail/telephone; maintaining class records.

TEACHING ASSISTANT EXPERIENCE

Fall 2000

Teaching Assistant

Lifespan Human Development and Relations-FSHD 117

Family Studies & Human Development

The University of Arizona; Instructor: Dr. David Almeida

Spring 1998, 2000

Teaching Assistant

Development of Close Relationships-FSHD 137

Family Studies & Human Development

The University of Arizona; Instructor: Dr. Rodney Cate

ACADEMIC HONORS AND AWARDS

2012 – Present

Barrett Honors Faculty, Arizona State University

2010

Nominee for Centennial Professorship Award, Arizona State University

2009

Nominee for Last Lecture Series, Arizona State University

1999, 2001

Graduate College Fellowship, The University of Arizona

1999

Jean M. Stewart Memorial Scholarship, The University of Arizona

1997 – 2003

Ruth R. Cowden Scholarship, The University of Arizona

1997

Family Studies Tuition Waiver Award, The University of Arizona

1996

Summa Cum Laude, The University of Arizona

1995

Phi Beta Kappa, The University of Arizona

1992 – 1996

Regent's Academic Merit Scholarship, The University of Arizona

PROFESSIONAL SERVICE

2008-present Coordinator for Online Programming, The Sanford School, ASU
2008-present Undergraduate Studies Committee, The Sanford School, ASU
2014-2015 Academic Program Review, The Sanford School, ASU
2011, 2014 Search Committee: ASU Online &/or Face-to-Face Lecturers, The Sanford School, ASU
2010, 2014 Search Committee: Academic Success Specialist (Chair in 2010), The Sanford School, ASU
2010 Search Committee: ASU Online Graders, SSFD, ASU
2009-2010 Search Committee: Instructor Position, SSFD, ASU
2007 Catalog Coordinator, School of Social and Family Dynamics (SSFD), ASU
2004 Organized International Association for Relationship Research Conference Book Exhibit
2001-2008 New Scholar Reviewer for the journal of *Personal Relationships*
2002 Graduate Studies Committee, Family Studies & Human Development, UofA
2001 Graduate Student/Faculty Liaison, Family Studies & Human Development, UofA
2000 Graduate Student Council President, Family Studies & Human Development, UofA
1999 Graduate Student Council Vice-President, Family Studies & Human Development, UofA
1998 Graduate Student Council Treasurer, Family Studies & Human Development, UofA

PROFESSIONAL AFFILIATIONS

1997-present International Association for Relationship Research (IARR)
1997-2009 National Council on Family Relations (NCFR)

RELATIONSHIP EDUCATION AND ASSESSMENT PROGRAM TRAINING

PREP (The Prevention and Relationship Enhancement Program)
PREPARE/ENRICH (Pre-Marriage Preparation Program/Strengthening Marriages Program)

COMMUNITY SERVICE

2011-Present *Tempe Salvation Army*, Organize and Participate in Food Drives 2-3 times per year
2010 *Habitat for Humanity* volunteer for a day, School of Social and Family Dynamics, ASU
2001-2002 *Training Committee*, Junior League of Tucson, Arizona
2000-2001 *Program Development and Evaluation Committee*, Junior League of Tucson, Arizona

MISCELLANEOUS PROFESSIONAL TRAINING & EXPERIENCE

Proficient in **Blackboard** and **Learning Studio** Learning Management Systems

Teaching Professional Development

Fall 2013 Boot Camp for Teaching Online: 2 week online workshop (Learning Studio)
Fall 2013 Generation Me in the Classroom-Teaching Today's Young Adults
Fall 2013 Creating an Attitude of Gratitude in Children
Summer 2013 How to Engage Students with Online Lectures: 1 week (Learning Studio-VoiceThread)
Summer 2013 Respondus Monitor Instructor Training (Blackboard tool)
Summer 2013 Making Horses Thirsty – Increasing Motivation to Learn
Summer 2013 Ten Traits of Highly Effective Instructors
Fall 2012 Screen-time and Early Brain Development Webinar
Summer 2012 Strategies for Managing High Enrollment Online Courses: 1 week online workshop
Summer 2012 Gradebook Workshop (Learning Studio)
1993-1994 Tutor, Strategic Alternative Learning Techniques (SALT), The University of Arizona

RESEARCH EXPERIENCE

- Fall 2004 – Summer 2007 Postdoctoral Research Associate, Arizona State University, Tempe, Arizona
Understanding School Success
- Responsibilities included planning and organizing all aspects of participant tracking and follow-up lab visits including supervising a team of graduate and undergraduates research assistants.
- Principal Investigators:* Dr. Carol Martin, Dr. Richard Fabes, and Dr. Laura Hanish
- Fall 2003 – Spring 2004 Research Specialist, The University of Arizona, Tucson, Arizona.
Partnerships for After-School Success
- Responsibilities included reviewing and synthesizing the literature on after-school programs particularly those with a youth development focus; creating a report and deliverables (tool kits) regarding community-based organizations' roles in after-school programs.
- Principal Investigator:* Dr. Lynne Borden
- Spring 2002 – Spring 2003 Principal Investigator, The University of Arizona, Tucson, Arizona.
Dating & Marital Relationship Commitment and Maintenance Project
- Responsibilities included designing project; securing funding & irb approval; constructing questionnaire; recruiting couples for participation; collecting and entering data; analyzing data; writing up and presenting data.
- Spring 2000 – Spring 2003 Research Associate, The University of Arizona, Tucson, Arizona.
Parenting and Children's Emotions Project (PACE)
- Responsibilities included conducting analyses; data management and entry of longitudinal database; assisting with the writing of grant reports; supervision of (under)graduate research assistants; data collection; creating observational coding systems; coding observational family data; assisting in creating/utilizing coding systems for semi-structured interviews.
- Principal Investigators:* Dr. Donna Hendrickson Christensen, Dr. Wendy Gamble, and Dr. Angela Taylor
- Fall 1999 – Spring 2003 Research Associate, The University of Arizona, Tucson, Arizona.
Daily Patterns of Sexual Desire in Marital and Dating Relationships
- Responsibilities included recruiting and signing up study participants; facilitating daily data collection using the internet; data management; conducting HLM analyses; training, supervising and mentoring undergraduate and graduate students; collaboratively contributing to manuscripts and conference presentations; assisting with irb paperwork; gathering measures; and library research.
- Principal Investigators:* Dr. Carl Ridley, Dr. Rodney M. Cate

RESEARCH EXPERIENCE (continued)

- Spring 1999 – Fall 2001 Co-Principal Investigator, The University of Arizona, Tucson, Arizona
Investigation of Friendship after Break-Up of Romantic Relationships
Collaboratively created project; constructed questionnaire; secured irb approval; recruited participants; collected and entered data; analyzed data; wrote up and presented data.
Principal Investigators: Amy L. Busboom (Reesing), Dawn M. Collins, Michelle D. Givertz, and Lauren A. Levin
- Spring 2001 Research Associate, The University of Arizona, Tucson, Arizona.
Couple Dynamics and Glycemic Control in Diabetes
Responsible for conducting daily telephone interviews with couples, setting up longitudinal database, training and supervising undergraduate research assistants in data entry.
Principal Investigator: Dr. Rodney M. Cate
- Fall 2000 Co-Principal Investigator, The University of Arizona, Tucson, Arizona.
Investigation of Alcohol Use among Undergraduate Women and its Role in Romantic Relationship Development and Termination
Collaboratively created project; secured irb approval; recruited participants; conducted focus groups; analyzed data using qualitative research techniques; wrote up and presented data.
Principal Investigators: Amy L. Busboom (Reesing), Christine Lee, Karen Hoffman Tepper, and Heidi Pacuilla
- Summer 1997 – Spring 2000 Research Assistant, The University of Arizona, Tucson, Arizona.
Love and Trust Study
Responsibilities included data analysis, writing manuscripts, and conference presentation preparation.
Principal Investigator: Dr. Rodney M. Cate
- Spring 1996 – Spring 2000 Research Assistant, The University of Arizona, Tucson, Arizona.
Michigan Study of Adolescent Life Transitions (MSALT)
Responsibilities included data collection, coding, management, cleaning, and analysis; participant tracking; telephone interviews; supervision of undergraduate and graduate research assistants; assistance in grant writing; and conference presentation preparation.
Principal Investigator: Dr. Bonnie L. Barber

RESEARCH FUNDING

2002 Family Studies & Human Development Dissertation Grant, The University of Arizona
1998, 2002 Ruth R. Cowden Summer Research Grant, The University of Arizona

PUBLICATIONS

Fabes, R.A., Hanish, L. D., Martin, C. L., Moss, A., & **Reesing, A.** (2012). The effects of young children's affiliations with prosocial peers on subsequent emotionality in peer interactions. *British Journal of Developmental Psychology*, 30, 569-585. doi: 10.1111/j.2044-835X.2011.02073.x

Ridley, C. A., Cate, R. M., Collins, D. M., **Reesing, A. L.**, Lucero, A. A., Gilson, M. S., & Almeida, D. M. (2006). The ebb and flow of marital lust: A relational approach. *The Journal of Sex Research*, 43, 144-153.

Reesing, A., Borden, L. M., & Garza, P. (2004). Partnerships for after-school success: Community-based organization toolkit. Washington, D.C.: National Assembly of Health and Human Service Organizations-National Collaboration for Youth.

Reesing, A., Borden, L. M., & Garza, P. (2004). Partnerships for after-school success: Local and state education agency toolkit. Washington, D.C.: National Assembly of Health and Human Service Organizations-National Collaboration for Youth.

Busboom (Reesing), A. L., Collins, D. M., Givertz, M. D., & Levin, L. A. (2002). Can we still be friends? Resources and barriers to friendship quality after romantic relationship dissolution. *Personal Relationships*, 9, 215-224.

NATIONAL & INTERNATIONAL CONFERENCE PRESENTATIONS

Fabes, R. A., Martin, C. L., Hanish, L. D., **Reesing, A.**, McGuire, J., Moss, A., & Briggs, P. (2005). *Prosocial segregation and exposure in young children's peer interactions*. Poster presented at the biennial meeting of the Society for Research in Child Development, Atlanta, Georgia.

Dennison, R. P., Collins, D. M., Ruddick, L., Ogolsky, B., **Reesing, A. L.**, Ridley, C. A. & Cate, R. M. (2004). *An examination of definitions of lust in a gay/lesbian sample*. Symposium paper presented at the annual meeting of the National Council on Family Relations, Orlando, Florida.

Reesing, A. L. & Cate, R. M. (2004). *Relationship commitment and its association with relationship maintenance: An application of the commitment framework*. Paper presented at the biennial meeting of the International Association for Relationship Research, Madison, Wisconsin.

Reesing, A. L., Borden, L. M., & Garza, P. (2004). *Creating partnerships for after-school success*. Workshop presented at the annual meeting of Children, Youth and Families at Risk, Seattle, Washington.

NATIONAL & INTERNATIONAL CONFERENCE PRESENTATIONS (continued)

- Banks, S. R., Ridley, C. A., Cate, R. M., Collins, D. M., **Reesing, A. L.**, Hunt, J. E., Ogolsky, B., Lucero, A. A., & Plush, R. (2003). *Daily stress and dating relationships*. Symposium paper presented at the annual meeting of the National Council on Family Relations, Vancouver, BC, Canada.
- Collins, D. M., **Reesing, A. L.**, Ridley, C. A., Cate, R. M., Banks, S. R., Hunt, J. E., Lucero, A. A., Ogolsky, B., & Plush, R. (2003). *What's lust got to do with it?: An examination of college students' definitions of lust*. Symposium paper presented at the annual meeting of the National Council on Family Relations, Vancouver, BC, Canada.
- Hunt, J. E., Collins, D. M., **Reesing, A. L.**, Ridley, C. A., Cate, R. M., Banks, S. R., Lucero, A. A., Ogolsky, B., & Plush, R. (2003). *The semantics of attraction: The need for semantic clarity in the study of intimate relationships*. Symposium paper presented at the annual meeting of the National Council on Family Relations, Vancouver, BC, Canada.
- Lucero, A. A., Collins, D. M., **Reesing, A. L.**, Ridley, C. A., Cate, R. M., Banks, S. R., Hunt, J. E., Ogolsky, B., & Plush, R. (2003). *Sexual intercourse: Sexual desire, relational power, and couple closeness*. Symposium paper presented at the annual meeting of the National Council on Family Relations, Vancouver, BC, Canada.
- Banks, S. R., Ridley, C. A., Cate, R. M., **Busboom (Reesing), A. L.**, Collins, D. M., Hunt, J. E., Ellexson, B., Ogolsky, B., & O'Neal, C. (2003). *September 11th and dating relationships*. Poster presented at the Compassionate Love Conference, Normal, Illinois.
- Collins, D. M., **Busboom (Reesing), A. L.**, Ridley, C. A., Cate, R. M., Neupert, S., Hunt, J. E., Banks, S. R., Ellexson, B., Ogolsky, B., & O'Neal, C. (2003). *On days that we love our partner, do we run "hot", "warm", and "cold"?: A look at Sternberg's triangular theory of love using daily measures*. Poster presented at the Compassionate Love Conference, Normal, Illinois.
- Busboom (Reesing), A. L.**, Martin, L. K., & Christensen, D. H. (2002). *Do you show your children your emotions? Parents' emotional expressiveness of sadness and anger around their children*. Poster presented at the annual meeting of the National Council on Family Relations, Houston, Texas.
- Busboom (Reesing), A. L.**, & Cate, R. M. (2002). *Relationship thinking and maintenance of dating relationships*. Poster presented at the International Conference on Personal Relationships, Halifax, Nova Scotia, Canada.
- Lucero, A. A., Christensen, D. H., & **Busboom (Reesing), A. L.** (2001). *Effects of differences in acculturation on happiness and conflict in Mexican immigrant and Mexican-American couples*. Poster presented at the annual meeting of the National Council on Family Relations, Rochester, New York.

NATIONAL & INTERNATIONAL CONFERENCE PRESENTATIONS (continued)

- Busboom (Reesing), A. L.**, Hoffman Tepper, K., Lee, C., & Pacuilla, H. (2001). *Alcohol use and its role in women's romantic relationship development*. Poster presented at the International Conference on Personal Relationships, Prescott, Arizona.
- Wallace, S. R., **Busboom (Reesing), A. L.**, Gamble, W. C., & Christensen, D. H. (2001). *Fathers talk about anger: Implications for children's emotional competence*. Poster presented at the biennial meeting of the Society for Research in Child Development, Minneapolis, Minnesota.
- Busboom (Reesing), A. L.**, Barber, B. L., Stone, M. R., & Eccles, J. S. (2000). *The influence of transitions in partnership status on depressed mood*. Poster presented at the annual meeting of the National Council on Family Relations, Minneapolis, Minnesota.
- Ridley, C., Gilson, M., Collins, D., **Busboom (Reesing), A.**, Almeida, D., Feldman, C., & Cate, R. (2000). *The affective context of marital lust*. Poster presented at the annual meeting of the National Council on Family Relations, Minneapolis, Minnesota.
- Stone, M. R., Barber, B. L., Meschke, L., **Busboom (Reesing), A. L.**, & Eccles, J. S. (2000). *Commitment, partnership satisfaction, changes in commitment status and patterns of alcohol use over time*. Poster presented at the annual meeting of the National Council on Family Relations, Minneapolis, Minnesota.
- Collins, D. M., **Busboom (Reesing), A. L.**, Givertz, M. D., & Levin, L. A. (2000). *Can we still be friends? Resources and barriers to friendship quality after romantic relationship dissolution*. Paper presented at the International Conference on Personal Relationships, Brisbane, Australia.
- Ridley, C., **Busboom (Reesing), A.**, Collins, D., Gilson, M., Almeida, D., Feldman, C., & Cate, R. (2000). *Lusting after one's partner: Changing patterns within the relational context*. Paper presented at the International Conference on Personal Relationships, Brisbane, Australia.
- Levin, L. A., **Busboom (Reesing), A. L.**, Richmond, L. S., & Cate, R. M. (1999). *An examination of love among dating couples: A prototype analysis*. Poster presented at the annual meeting of the National Council on Family Relations, Irvine, California.
- Cate, R. M., Levin, L. A., **Busboom (Reesing), A. L.**, Richmond, L. S., & Marczak, M. S. (1999). *Love, trust, and alternatives in dating relationships*. Paper presented at the International Conference on Personal Relationships, Louisville, Kentucky.
- Busboom (Reesing), A. L.**, Barber, B. L., Jacobson, K. C., & Eccles, J. S. (1998). *Will I still love you tomorrow? : Predictors of relationship commitment*. Poster presented at the International Conference on Personal Relationships, Saratoga Springs, New York.
- Richmond, L. S., Levin, L. A., **Busboom (Reesing), A. L.**, & Cate, R. M. (1998). *An examination of trust among dating couples: A prototype analysis*. Poster presented at the International Conference on Personal Relationships, Saratoga Springs, New York.

Abbreviated Curriculum Vitae

Name: Ann C. Schulte

Education

Ph.D., Educational Psychology (School Psychology), University of Texas at Austin (APA accredited training in school psychology), 1983

B.A., Experimental Psychology, University of California at Santa Barbara, with highest honors, 1977

Internship & Licensure

Predoctoral internship training in school psychology (8/81 through 6/82) in the Del Valle Independent School District, Del Valle, TX

Licensed Psychologist, State of North Carolina (#1117), Certified Health Service Provider Psychologist (HSP-P)

Primary Professional Appointments

Research Professor, T. Denny Sanford School of Social and Family Dynamics, Arizona State University, 2013-

Professor Emerita, Department of Psychology, North Carolina State University, 2013-

Research Professor, Learning Sciences Institute, Arizona State University, 2012-2013

Professor, Department of Psychology, North Carolina State University, 2004-2013

School Psychology Program Director, School Psychology Program, North Carolina State University, 2007-2011

Associate Professor, Department of Psychology, North Carolina State University, 1994-2004

Clinical Assistant Professor, Attention Deficit Disorders Program, Medical Psychology, Department of Psychiatry, Duke University Medical Center, 1994-1997

Associate Professor, School of Education, University of North Carolina at Chapel Hill, 1990-1994

Investigator, Frank Porter Graham Institute of Child Development, University of North Carolina at Chapel Hill, 1987-1994

Assistant Professor, School of Education, University of North Carolina at Chapel Hill, 1983-1990

Research Associate, Psychometrics Inc., Santa Monica, CA. 1982-1983

Editorial Responsibilities

Editorial Board Member, *School Mental Health*, 2013-

Editorial Board Member, *Learning Disabilities: Research & Practice*, 1998-

Consulting Associate Editor, *School Psychology Review*, 2011-

Editorial Board Member, *School Psychology Review*, 1989 - 2011

Editorial Board Member, *Journal of Educational & Psychological Consultation*, 1992-1994, 2001.

Editorial Board Member, *Journal of Learning Disabilities*, 2003-2004

Associate Editor, *School Psychology Quarterly*, 2003-2005

Editorial Board Member, *School Psychology Quarterly*, 2005-2007

Selected Publications

Schulte, A. C., & Borich, G. D. (1988). False confidence in intervals: Inaccuracies in reporting confidence intervals. *Psychology in the Schools*, 25, 405-412.

Schulte, A. C., Osborne, S. S., & McKinney, J. D. (1990). Academic outcomes for students with learning disabilities in consultation and resource programs. *Exceptional Children*, 57, 162-175.

- Osborne, S. S., Schulte, A. C., & McKinney, J. D. (1991). A longitudinal study of learning-disabled students in mainstream and resource programs. *Exceptionality*, 2, 81-95.
- Schulte, A. C., Osborne, S. S., & Kauffman, J. M. (1993). Teacher responses to two types of consultative special education services. *Journal of Educational and Psychological Consultation*, 4, 1-28.
- McKinney, J. D., Osborne, S. S., & Schulte, A. C. (1993). Academic consequences of learning disability: Longitudinal prediction of outcomes at eleven years of age. *Learning Disabilities Research and Practice*, 8, 19-27.
- Schulte, A. C. (1996). Remediation and inclusion: Can we have it all? In D.L. Speece & B. K. Keogh (Eds.), *Research on classroom ecologies: Implications for inclusion of children with learning disabilities* (pp. 203-210). Hillsdale, NJ: Erlbaum.
- Schulte, A. C., Osborne, S. S., Erchul, W. P. (1998). Effective special education: A United States dilemma. *School Psychology Review*, 27, 66-76.
- Lyon, G. R., Fletcher, J. M., Shaywitz, S. E., Shaywitz, B. A., Torgesen, J. K., Wood, F. B., Schulte, A. & Olson, R. (2001). Learning disabilities: An evidence-based conceptualization. In C. E. Finn, A. J. Rotherham, C. R. Hokanson, C. (Eds.), *Rethinking special education for a new century* (pp. 259-287). Thomas B. Fordham Foundation and Progressive Policy Institute, Washington, DC.
- Schulte, A. C., Villwock, D. N., Whichard, S. M., & Stallings, C. F. (2001). High stakes testing and expected progress standards for students with learning disabilities: A five-year study of one district. *School Psychology Review*, 30, 487-506.
- Schulte, A. C., & Villwock, D. N. (2004). Using high stakes tests to derive school-level measures of special education efficacy. *Exceptionality*, 12, 107-126.
- Murray, D., Rabiner, D., Schulte, A. C. & Newitt, K. (2008). Feasibility and integrity of a parent-teacher consultation intervention for ADHD students. *Child and Youth Care Forum*, 37, 111-126.
- Schulte, A. C., Easton, J. E., Parker, J. (2009). Advances in treatment integrity research: Multidisciplinary perspectives on the conceptualization, measurement, and enhancement of treatment integrity. *School Psychology Review*, 38, 460-475.
- Schulte, A. C., & Daly, E. J. (2009). Operationalizing and evaluating professional competency: Out with the old, in with the new? *Training and Education in Professional Psychology*, 3(4), S54-S58.
- Daly, E. J., Doll, E., Schulte, A. C., & Fenning, P. (2011). The competencies initiative in American professional psychology: Implications for school psychology preparation. *Psychology in the Schools*, 49, 872-886.
- Begeny, J.C., Schulte, A.C., & Johnson, K. (2012). *Enhancing instructional problem solving: An efficient system for assisting struggling learners*. New York: Guilford Press.
- Schulte, A. C., Murr, N. S., Osbeck, K., & Muldohkar, P. (2014). Measurement in consultation research. In W. P. Erchul & S. S. Sheridan (Eds.), *Handbook of research in school consultation: Empirical foundations for the field* (2nd ed, pp. 43-78.). New York: Taylor & Francis Group/Routledge.
- Stevens, J. J., Schulte, A. C., Elliott, S. N., Nese, J. F. T., & Tindal, G. (2014). *Mathematics achievement growth of students with and without disabilities on a statewide achievement test*. *Journal of School Psychology*.
- Schulte, A. C. (in press). Prevention and RTI: Past, present, and future. In S. Jimerson, M. K. Burns, & A. M. VanDerHeyden, (Eds.), *Handbook of response to intervention: The science and practice of assessment and intervention* (2nd ed). New York: Springer.
- Schulte, A. C., & Stevens, J. J. (in press). Once, sometimes, or always in special education: Mathematics growth and achievement gaps. *Exceptional Children*.

Selected Presentations

- Schulte, A. C. (2006, February). *Kindergarten predictors of first grade reading skills*. Poster presented at the Pacific Coast Research Conference, Coronado, CA.
- Schulte, A. C., & Robinson, S. (2007, February). Towards whole school, computerized progress monitoring: A wish list meets reality. In A. C. Schulte (Chair), *Progress monitoring in reading: Refinements, enhancements, and new directions*. Symposium conducted at the Pacific Coast Research Conference, Coronado, CA.
- Schulte, A.C., Fox, B., Osborne, S. S., & Miller, J.M. (2007, August). *Kindergarten blending skills and longitudinal reading outcomes*. Poster presented at the meeting of the American Psychological Association, San Francisco, CA.
- Schulte, A. C., Easton, J., & Parker, J. (2007, August). Multidisciplinary perspectives on treatment integrity: Implications for school consultation. In S. S. Sheridan (Chair), *Treatment fidelity research--Advances in operationalizing and measuring the construct*. Symposium conducted at the meeting of the American Psychological Association, San Francisco, CA.
- Groce, K. A., & Schulte, A. C., Nice, R., Anthony, A., DeFeo, D., & Harris, F. (2010, March). New probes for early literacy skills. Poster presented at the annual meeting of the National Association of School Psychologists, Chicago, IL.
- Schulte, A. C. (2010, June). Assessing growth for students with disabilities on large scale assessments. In J. E. Ysseldyke (Chair), *Applications of growth models to making decisions about states, schools, programs, and students*. Symposium conducted at the annual National Conference on Student Assessment, Detroit, MI.
- Schulte, A. C. (2011, January). *The competencies initiative in American professional psychology: Rhetoric and reality*. Paper presented at the meeting of the Council of Directors of School Psychology Programs, Deerfield Beach, FL.
- Goe, L., Buzick, H., & Schulte, A. C. (2011, September). *Value-added/growth models*. Paper presented at the conference, Using Student Growth to Evaluate Educators of Students with Disabilities: Issues, Challenges, and Next Steps, convened by the National Comprehensive Center for Teacher Quality, Council of Chief State School Officers, and the Educational Testing Service, Washington, DC.
- Schulte, A. (April 2012). *Critical issues for examining special education outcomes in status and growth accountability models*. Vancouver, BC: National Council on Measurement in Education.
- Stevens, J. & Schulte, A. C. (2012, June). *Critical issues in growth models using performance on annual state tests*. Paper presented at the annual CCSSO National Conference on Student Assessment, Minneapolis, MN.
- Stevens, J. J., Nese, J. F. T., Schulte, A. (2013, January). *Comparing different methods for representing and interpreting student growth*. Paper presented at the annual meeting of the Hawaii International Conference on Education, Honolulu, Hawaii.
- Schulte, A., & Stevens, J. J. (2013, April). *Special education mathematics growth: Contrasting stable and variable identification of special education student status across grades*. Paper presented at the annual meeting of the National Council for Measurement in Education, San Francisco, CA.
- Stevens, J.J., & Schulte, A. (2013, April). *Reading achievement growth at the student and school levels for regular and special education elementary students*. Paper presented at the annual meeting of the National Council for Measurement in Education, San Francisco, CA.
- Nese, J. F. T., Tindal, G., Stevens, J. J., Schulte, A., & Elliott, S.N. (2013, August). *Opening the black box of data cleaning for state data*. Poster presented at the annual meeting of the

- American Psychological Association (APA) Conference, Honolulu, HI.
- Stevens, J. J., Nese, J.F. T., & Schulte, A. (2014, January). *Mathematics achievement growth and achievement gaps for students with disabilities*. Paper presented at the annual International Conference on Education, Honolulu, HI.
- Tindal, G., Schulte, A. C., Elliott, S.N., Stevens, J. J., & Nese, J. F. T. (2014, April). *Critical issues in studying growth on state tests for students with disabilities*. Paper presented at the annual meeting of the Council for Exceptional Children, Philadelphia, PA.
- Schulte, A.C., Murr, N. S., & Stevens, J. J. (2014, June). Accountability dilemmas for students with disabilities and policy alternatives. Paper presented at the National Conference on Student Assessment, New Orleans, LA.
- Schulte, A. C., & Stevens, J. J. (2014, September). *Academic growth of exceptional children in reading and mathematics*. Paper presented at the meeting of the Australian Association for Special Education, Manly, Australia.
- Schulte, A. C., & Erchul, W. P. (2014, September). *Achievement growth by students with and without disabilities*. Research presentation given to faculty associated with the Learning Sciences Institute Australia, Australian Catholic University, Brisbane, Australia.

Grants

- Evaluation of models for educating learning disabled and mildly handicapped students in general education classrooms. U.S. Department of Education, \$450,000 (Investigator, 1987-88, Co-Principal Investigator, 1989-1991).
- Consultation in special education: Developing the school psychology component. U.S. Department of Education, \$194,843 (Co-Principal Investigator, 1988-1991).
- Including children with disabilities in school-based change. U.S. Department of Education, \$528,906 (Principal Investigator, 1993-1999).
- All together now: Aligning school psychology training and practice with the needs of students with disabilities in the general education curriculum. U.S. Department of Education, \$683,177 (Co-Principal Investigator, 2001-2005).
- National Center on Assessment and Accountability for Special Education (NCAASE), U.S. Department of Education, \$11,677,134 (Co-Principal Investigator, 2011-2016).

Eleanor K. Seaton, Ph.D.
Curriculum Vita

CONTACT INFORMATION

T. Denny Sanford School of Social and Family Dynamics
Arizona State University
P.O. Box 873701
Tempe, AZ 85287-3701
Phone: (480) 727-4359
Fax: (480) 965-6779
Email: Eleanor.Seaton@asu.edu
Website: www.reylab.com

ACADEMIC DEGREES

PhD	Temple University	Developmental Psychology	2003
MA	Columbia University	Social- Organizational Psychology	1997
BS	University of Illinois	Psychology	1995

POSITIONS

Associate Professor, The T. Denny Sanford School of Social and Family Dynamics, College of Liberal Arts & Sciences, Arizona State University	2014 - Present
Assistant Professor, The Department of Psychology, College of Liberal Arts & Sciences, The University of North Carolina at Chapel Hill	2008 - 2014
Postdoctoral Fellow, The Program for Research on Black Americans, The Institute for Social Research, University of Michigan	2003 -2006

RESEARCH

ARTICLES IN REFEREED JOURNALS¹

25. **Seaton, E.K.** & *Douglass, S.* (2014). School diversity and racial discrimination among African American adolescents. *Cultural Diversity and Ethnic Minority Psychology, 20*, 156-165. DOI:10.1037/a0035322.
24. **Seaton, E.K.**, *Upton, R.D.*, *Gilbert, A.N.* & *Volpe, V.* (2014). A moderated mediation model: Racial discrimination, coping strategies and racial identity among Black adolescents. *Child Development, 85*, 882 -890. DOI:10.1111/cdev.12122.
23. Rivas-Drake, D., **Seaton, E.K.**, Markstrom, C., Schwartz, S.J., Umana-Taylor, A.J., French, S., Syed, M., Yip, T., & Lee, R.M. (2014). Ethnic-racial identity in childhood and adolescence: Implications for psychosocial, academic and health outcomes. *Child Development, 85*, 40 - 57. DOI:10.1111/cdev.12200.

¹ Graduate student or postdoctoral names are in italics

22. Umana-Taylor, A.J., Quintana, S.M., Lee, R.M., Cross, W.E., Rivas-Drake, D., Schwartz, S.J., Syed, M., Yip, T. & **Seaton, E.K.** (2014). Ethnic and Racial Identity Revisited: An Integrated Conceptualization. *Child Development*, 85, 21- 39. DOI:10.1111/cdev.12196.
21. **Seaton, E.K.**, Neblett, E.W., *Cole, D.J.* & Prinstein, M. (2013). Perceived discrimination and peer victimization among African American and Latino youth. *Journal of Youth and Adolescence*, 42, 342 – 350. DOI:10.1007/s10964-012-9848-6.
20. **Seaton, E.K.**, Yip, T., Morgan-Lopez, A., & Sellers, R.M. (2012). Racial discrimination and racial socialization as predictors of racial identity development using latent transition analyses. *Developmental Psychology*, 48, 448 – 458. DOI:10.1037/a0025328.
19. **Seaton, E.K.**, Neblett, E., *Upton, R.D.*, Powell Hammond, W. & Sellers, R.M. (2011). The moderating capacity of racial identity between perceived discrimination and psychological well-being over time among African American youth. *Child Development*, 82, 1850 - 1867. DOI:10.1111/j.1467-8624.2011.01651.x
18. **Seaton, E.K.** (2011). What the achievement gap conversation is missing? *The Review of Black Political Economy*, 37, 275-277.
17. Yip, T., **Seaton, E.K.**, & Sellers, R.M. (2010). Examining school racial diversity and racial composition on changes in ethnic identity over time. *Child Development*, 81, 1431 - 1444. DOI:10.1111/j.1467-8624.2010.01483.x.
16. **Seaton, E.K.**, Caldwell, C.H., Sellers, R.M. & Jackson, J.S. (2010). Developmental characteristics of African American and Caribbean Black adolescents' attributions regarding discrimination. *Journal of Research on Adolescence*, 20, 774 - 788. DOI:10.1111/j.1532-7795.2010.00659.x
15. **Seaton, E.K.**, Caldwell, C.H., Sellers, R.M. & Jackson, J.S. (2010). An intersectional approach for understanding perceived discrimination and psychological well-being among African American and Caribbean Black youth. *Developmental Psychology*, 46, 1372 - 1379. DOI:10.1037/a0019869.
14. **Seaton, E.K.** (2010). The influence of cognitive development and perceived racial discrimination on the psychological well-being of African American youth. *Journal of Youth and Adolescence*, 39, 694-703. DOI:10.1007/s10964-009-9438-4.
13. Neblett, E.W., Jr., Hammond, W.P., **Seaton, E.K.**, & Townsend, T.G. (2010). Underlying mechanisms in the relationship between Africentric worldview and depressive symptoms. *Journal of Counseling Psychology*, 57, 105 - 113. DOI:10.1037/a0017710.

12. **Seaton, E.K.** (2009). Perceived racial discrimination and racial identity profiles among African American adolescents. *Cultural Diversity and Ethnic Minority Psychology, 15*, 137 - 144. DOI:10.1037/a0015506.
11. **Seaton, E.K.**, Yip, T., & Sellers, R.M. (2009). A longitudinal examination of racial identity and racial discrimination among African American adolescents. *Child Development, 80*, 406 - 417. DOI:10.1111/j.1467-8624.2009.01268.x.
10. **Seaton, E.K.** & Yip, T. (2009). School and neighborhood contexts, perceptions of racial discrimination and psychological well-being among African American adolescents. *Journal of Youth and Adolescence, 38*, 153 - 163. DOI:10.1007/s10964-008-9356-x.
9. **Seaton, E.K.**, Caldwell, C.H., Sellers, R.M. & Jackson, J.S. (2008). The prevalence of perceived discrimination among African American and Caribbean Black youth. *Developmental Psychology, 44*, 1288 – 1297. DOI:10.1037/a0012747.
8. Taylor, R.D., **Seaton, E.K.**, & Dominguez, A. (2008). Kinship support, family relations and psychological adjustment among low-income African American mothers and adolescents. *Journal of Research on Adolescence, 18*, 1-22. DOI:10.1111/j.1532-7795.2008.00548.x.
7. **Seaton, E.K.**, Scottham, K.M., & Sellers, R.M. (2006). The status model of ethnic identity development in African American adolescents: Evidence of structure, trajectories and well-being. *Child Development, 77*, 1416-1426. DOI:10.1111/j.1467-8624.2006.00944.x.
6. Yip, T., **Seaton, E.K.**, & Sellers, R.M. (2006). African American racial identity across the lifespan: A cluster analysis of identity status, identity content and depression among adolescents, emerging adults and adults. *Child Development, 77*, 1504-1517. DOI:10.1111/j.1467-8624.2006.00950.x.
5. **Seaton, E.K.** (2006). Examination of a Measure of Racial Discrimination among African American Adolescents. *Journal of Applied Social Psychology, 36*, 1414-1429. DOI:10.1111/j.0021-9029.2006.00066.x.
4. Taylor, R.D., Rodriguez, A.U., **Seaton, E.K.**, & Dominguez, A. (2004). The association of financial resources with parenting and adolescent adjustment in African American families. *Journal of Adolescent Research, 19*, 267-283. DOI:10.1177/0743558403258828.
3. **Seaton, E.K.** (2003). An examination of the factor structure of the Index of Race Related Stress among a sample of African American. *Journal of Black Psychology, 29*, 292-307. DOI:10.1177/0095798403254211.

2. **Seaton, E.K.**, & Taylor, R.D. (2003). Exploring familial processes in urban low-income African American families. *Journal of Family Issues*, 24, 627-644. DOI:10.1177/0192513X03252572.

1. Taylor, R.D., **Seaton, E.K.**, & Rodriguez, A.U. (2002). Psychological adjustment of urban, inner city ethnic minority adolescents. *Journal of Adolescent Health*, 31, 280 - 287. DOI:10.1016/S1054-139X(02)00501-3.

EDITED BOOK CHAPTERS

3. Hammond, W.P., Agyemang, A., **Seaton, E.K.**, & Neblett, E.W., Jr. (2014). Racial Discrimination, Identity, and Health Risk Behavior among African American Adolescent Males. In K. Vaughans & W. Spielberg (Eds.), *The Psychology of Black Boys and Adolescents*. Praeger Publishers.

2. **Seaton, E.K.**, & Gilbert, A.N. (2011). Ethnic/Racial identity among minority youth. In B. Brown and M. Prinstein (Eds.), *Encyclopedia of Adolescence*, Vol. 2 (pp. 68 -74). San Diego: Academic Press.

1. **Seaton, E.K.**, Yip, T. & Douglass, S. (2011). Racial and Ethnic Discrimination. In R. Levesque (Ed.) *Encyclopedia of Adolescence* (Vol. 4, pp. 2287-2294). New York: Springer.

MANUSCRIPTS UNDER REVIEW/REVISIONS AT REFEREED JOURNALS

Seaton, E.K., Tynes, B.M., & Lozada, F.T. (Invited resubmission). The longitudinal relation of peer, adult and online racial discrimination among African American and Latino youth. *Child Development*

Tynes, B.M. & **Seaton, E.K.** (2014). The prevalence of online racial discrimination among diverse adolescents.

Martin, P.P., Copeland-Linder, N., Butler-Barnes, S.T., Matusko, N., **Seaton, E.K.**, Caldwell, C.H., & Jackson, J.S. (2014). The protective role of religious involvement in African American and Caribbean Black Adolescents' experiences of discrimination.

MANUSCRIPTS IN PREPARATION

Witherspoon, D., **Seaton, E.K.** & Rivas-Drake, D. (Invited manuscript). Neighborhood disadvantage and perceived racial discrimination from adolescence to young adulthood among African Americans. *Child Development Special Section on Equity and Justice*

Douglass, S., **Seaton, E. K.** & Yip, T. (2014). Situational variability of ethnic/racial identity among diverse adolescents

Seaton, E.K. & Douglass, S. (2014). Context and the daily moderating capacity of racial identity among Black youth.

Seaton, E.K., Caldwell, C.H. & Jackson, J.S. (2014). The intersection of neighborhood race and neighborhood SES on discrimination experiences among Black youth.

Seaton, E.K. & Gee, G. (2014). The relation between racial discrimination and pubertal outcomes among Black adolescents.

PRESENTATIONS

INVITED PRESENTATIONS

13. **Seaton, E.K.** (2014). *Racial Discrimination among Black Youth*. Invited Speaker at the T. Denny Sanford School of Social and Family Dynamics at Arizona State University (March 27).

12. **Seaton, E.K.** (2014). *Ethnic Identity Development in a Changing World: New Research Directions and Conversations across Disciplines*. Invited Speaker at the University of Minnesota (May 15).

11. **Seaton, E.K.** (2013). *Daily Racial Discrimination Experiences of Black Youth*. Invited Speaker at the Ethnicity, Culture and Health Outcomes (ECHO) Health Disparities Seminar at the University of North Carolina at Chapel Hill (February 8).

10. **Seaton, E.K.** (2011). *Why Graduate School?* Invited Speaker at the McNair Fellows Meeting at the University of North Carolina at Chapel Hill (April 14).

9. **Seaton, E.K.** (2010). *Perceived Discrimination among African American and Caribbean Black Youth*. Invited Speaker at the Friday Seminar of the Carolina Population Center at the University of North Carolina at Chapel Hill (September 24).

8. **Seaton, E.K.** (2010). *The Role of Perceived Discrimination in Diminished Well-being among Black Youth*. Invited Speaker at the Developmental Psychology Brown Bag Series at Duke University (September 14).

7. **Seaton, E.K.** (2010). *How I Got into Graduate School*. Invited Speaker at the McNair Fellows Meeting at the University of North Carolina at Chapel Hill (March 31).

6. **Seaton, E.K.** (2009). *What the Achievement Gap Conversation is Missing?* Invited Speaker at the African American Economic Summit at Duke University and the University of North Carolina at Chapel Hill (November 2).

5. **Seaton, E.K.** (2009). *Understanding Discrimination among Black Youth*. Invited Speaker at the Psychology in the Public Interest Colloquium at North Carolina State University (September 21).

4. **Seaton, E.K.** (2009). *A Research Agenda for Racial Identity*. Invited Speaker presented at the Society for Research on Identity Formation, Pacific Grove CA (February 27).

3. **Seaton, E.K.** (2009). *Experiences of Discrimination among African American and Caribbean Black youth*. Invited Speaker at the Carolina Seminar on Behavioral Research with Minority Populations at the University of North Carolina at Chapel Hill (February 3).

2. **Seaton, E.K.** (2009). *Influences on Racial Identity Development*. Invited Speaker at the Developmental Lunch at the University of North Carolina at Chapel Hill (January 28).

1. **Seaton, E.K.** (2006). *Black Youth's Perspective on Discriminatory Incidents*. Invited Speaker at the Institute for Social Research at the University of Michigan (February 13).

REFEREED CHAIRED SESSIONS AT NATIONAL AND INTERNATIONAL CONFERENCES

3. **Seaton, E.K.** & Yip, T. (2010). Longitudinal changes in racial/ethnic identity among African American and Latino Youth. Paper Symposium Co-chair at the 2010 Biennial Meeting of the Society for Research on Adolescence, Philadelphia PA (March 11 – 13).

2. **Seaton, E.K.** & Yip, T. (2009). The association between racial discrimination, ethnic identity and psychological outcomes. Paper Symposium Co-chair at the Biennial Meeting of the Society for Research in Child Development, Denver CO (April 4 – 6).

1. **Seaton, E.K.** & Caldwell, C.H. (2006). Introductiong the National Survey of American Life. Paper Symposium Co-chair at the Biennial Meeting of the Society for Research on Adolescence, San Francisco CA (March 23 – 25).

REFEREED PAPERS PRESENTED AT NATIONAL/INTERNATIONAL CONFERENCES

18. *Douglass, S.* & **Seaton, E. K.** (2014). *Peer discrimination and academic indicators: The role of school diversity for Black adolescents*. Poster presented at the Society for Research on Adolescence, Austin, TX (March 20).

17. **Seaton, E.K.** (2012). *Minority identities in the face of discrimination: An exploration of emotional, attitudinal, and behavioral correlates*. Discussant for Paper Symposium at the Society for the Psychological Study of Ethnic Minority Issues, American Psychological Association Division 45 Conference, Ann Arbor MI (May 25).

16. **Seaton, E.K.** (2012). *To friend or not to friend: Using Facebook in adolescent recruitment*. Participant in Roundtable Discussion at the Biennial Meeting of the Society for Research on Adolescence, Philadelphia PA (March 10).

15. **Seaton, E.K.** (2011). *Impact of race and discrimination in educational settings during adolescence to young adulthood*. Discussant for Paper Symposium at the Annual Meeting of the American Psychological Association in Washington, D.C. (August 6).

14. **Seaton, E.K.** (2010). *Conversations on racial and ethnic identity research: Where do we go from here?* Moderator for Plenary session at the Inaugural Conference of the Society for the Psychological Study of Ethnic Minority Issues, American Psychological Association Division 45, Ann Arbor MI (June 18).

13. **Seaton, E.K.**, Yip, T., Sellers, R.M. (2010). *Racial discrimination and racial socialization as predictors of racial identity development.* Paper presented at the Biennial Meeting of the Society for Research on Adolescence, Philadelphia PA (March 12).

12. Yip, T., **Seaton, E. K.** & Sellers, R.M. (2010). *Interracial and intraracial contact, school-level diversity, and change in racial identity status among African American adolescents.* Paper presented at the Biennial Meeting of the Society for Research on Adolescence, Philadelphia PA (March 12).

11. **Seaton, E.K.** & Yip, T. (2009). *School and neighborhood contexts, perceptions of racial discrimination and psychological well-being among African American adolescents.* Paper presented at the Biennial Meeting of the Society for Research in Child Development, Denver CO (April 4).

10. **Seaton, E.K.**, Yip, T., & Sellers, R.M. (2006). *A causal model of racial discrimination and racial identity among African American adolescents.* Paper presented at the Biennial Meeting of the Society for Research on Adolescence, San Francisco CA (March 25).

9. **Seaton, E.K.** (2006). *Contextual influences on African American adolescents' perceptions of racial discrimination.* Paper presented at the Biennial Meeting of the Society for Research on Adolescence, San Francisco CA (March 23).

8. **Seaton, E.K.**, Caldwell, C.H., Sellers, R.M. & Jackson, J.S. (2006). *Developmental characteristics of African American and Caribbean Black adolescents' attributions regarding discrimination.* Paper presented at the Biennial Meeting of the Society for Research on Adolescence, San Francisco CA (March, 23).

7. **Seaton, E.K.**, Caldwell, C.H., Sellers, R.M., & Jackson, J.S. (2005). *Perceived discrimination and psychopathology among African American and Caribbean Black youth.* Paper presented at the Annual Meeting of the American Psychological Association, Washington, D.C. (August 20).

6. **Seaton, E.K.**, Scottham, K.M., & Sellers, R.M. (2005). *The status model of ethnic identity development in African American adolescents: Evidence of structure, trajectories and well-being.* Paper presented at the Biennial Meeting of the Society for Research in Child Development, Atlanta GA (April 7).

5. **Seaton, E.K.**, Caldwell, C.H., Sellers, R.M., & Jackson, J.S. (2004). *Perceptions of discrimination among Black adolescents.* Poster presented at the Family Research Consortium IV: First Annual Summer Institute, San Juan, Puerto Rico (July 15).

4. **Seaton, E.K.** (2004). *Does the relation between perceived racial discrimination and well-being differ among racial identity profiles?* Paper presented at the Biennial Meeting of the Society for Research on Adolescence, Baltimore MD (March 14).

3. **Seaton, E.K.,** & Taylor, R.D. (2003). *Association of family resources, optimism, parenting and depression among low-income African American mothers and adolescents.* Poster presented at the Biennial Meeting of the Society for Research in Child Development, Tampa FL (April 26).

2. **Seaton, E.K.,** & Taylor, R.D. (2000). *Financial resources, parental affective states and family organization on adolescent adjustment in low income African Americans.* Poster presented at the Biennial Meeting of the Society for Research on Adolescence, Chicago IL (March 31).

1. **Seaton, E.K.,** & Taylor, R.D. (1999). *Influence of economic resources on family organization and achievement in economically disadvantaged African-American families.* Poster presented at the Biennial Meeting of the Society for Research in Child Development, Albuquerque NM (April 15).

ALL SPONSORED RESEARCH ACTIVITY

EXTERNALLY FUNDED RESEARCH

5. Seaton, E.K. (Co-PI, 50%) and Yip, T. *Ethnic and Racial Identity in the 21st Century.* National Science Foundation (\$27,500), March 2014 – March 2016.

4. Seaton, E.K. (PI). Extramural Loan Repayment Program Renewal Grant. National Institutes of Health, October 2011 – July 2012.

3. Seaton, E.K. (PI). Extramural Loan Repayment Program Renewal Grant. National Institutes of Health, October 2010 – July 2011.

2. Seaton, E.K. (PI). Extramural Loan Repayment Program Renewal Grant. National Institutes of Health, October 2009 – July 2010.

1. Seaton, E.K. (PI). Extramural Loan Repayment Program Grant. National Institutes of Health, October 2004 – July 2006.

INTERNALLY FUNDED RESEARCH

4. Seaton, E.K. (PI). *Racial Discrimination among Black Youth.* Carolina Population Center at the University of North Carolina at Chapel Hill (\$10,000), July 2012 – December 2013.

3. Seaton, E.K. (Co-PI) and Tyson, K. *Racial Discrimination among Black Youth.* Arts and Sciences Grants for Interdisciplinary Initiatives at the University of North Carolina at Chapel Hill (\$10,000), July 2012 – June 2013.

2. Seaton, E.K. (PI). *Racial Discrimination*. RJ Reynolds Junior Faculty Development Award at the University of North Carolina at Chapel Hill (\$7,500), January 2011 – December 2011.

1. Seaton, E.K. (PI). *Perceived Discrimination and Mental Health among African American Adolescents*. Ethnicity, Culture and Health Outcomes (ECHO) Program at the University of North Carolina at Chapel Hill (\$12,000), July 2009 – June 2010.

OTHER EXTERNAL RESEARCH GRANT ACTIVITY

4. Seaton, E.K. (PI). *A Racial Discrimination Measure for Black Adolescents*. Proposal submitted to the National Science Foundation, January 2012. Revision encouraged.

3. Seaton, E.K. (PI). *A Racial Discrimination Measure for Black Adolescents*. R21 submitted to NICHD (\$225K) July 2011. Scored (12%).

2. Seaton, E.K. (PI). *A Racial Discrimination Measure for Black Adolescents*. R21 submitted to NICHD (\$225K) October 2010. Scored (37%) and revised.

1. Seaton, E.K. (PI). *The Importance of Racial Identity*. R03 submitted to NICHD (\$50K) February 2010. Unscored.

TEACHING EXPERIENCE

COURSES TAUGHT

8. The Study of Adolescent Issues and Development	Fall 2011, Fall 2012, Fall 2013, Spring 2014
7. Introduction to Child Development	Fall 2008, Spring 2009, Fall 2009, Spring 2010, Fall 2010, Spring 2011, Spring 2012, Fall 2013
6. Issues in Racial Discrimination and Racial Identity that Affect Minority Youth's Development	Fall 2012, Spring 2011
5. Adolescence in Global Perspective: From Biology to Culture	Spring 2010
4. Research Issues in Racial Discrimination	Spring 2006
3. Inferential Statistics	Fall 2000, Spring 2001
2. Developmental Research Methods	Summer 2000
1. Developmental Psychology	Spring 2000

MENTORING

POSTGRADUATE MENTORING

1. Antoinette Landor, Postdoctoral Fellow at the Center for Developmental Science, UNC Chapel Hill 2012 – 2013

GRADUATE MENTORING – DOCTORAL LEVEL

PRIMARY GRADUATE ADVISOR

Adrienne Gilbert, Developmental Psychology, UNC Chapel Hill 2008 – 2013

Vanessa Volpe, Developmental Psychology, UNC Chapel Hill 2011 – 2013

DISSERTATION COMMITTEE MEMBER

5. Dana Wood, Developmental Psychology, UNC Chapel Hill 2009
4. Shiahna Chavis, Clinical Psychology, UNC Chapel Hill 2012
3. Rachel Upton, Quantitative Psychology, UNC Chapel Hill 2012
2. Fantasy Lozada, Developmental Psychology, North Carolina State University 2013
1. Shelley Alonso-Marsden, Clinical Psychology, Duke University 2013

DISSERTATION ADVISORY COMMITTEE MEMBER

2. Kelly Will, Developmental Psychology, UNC Chapel Hill 2011 – 2014
1. Amanda Clincy, Developmental Psychology, UNC Chapel Hill 2011 – 2012

COMPREHENSIVE EXAM COMMITTEE MEMBER

3. Kristi Copping, Developmental Psychology, UNC Chapel Hill 2009
2. Fantasy Lozada, Developmental Psychology, North Carolina State University 2011
1. Sonya Harris, School of Education, UNC Chapel Hill 2012

GRADUATE MENTORING –MASTER’S LEVEL

MASTER’S COMMITTEE MEMBER

5. Ellen Fitzsimmons, Clinical Psychology, UNC Chapel Hill 2010
4. Daniel Lee, Clinical Psychology, UNC Chapel Hill 2010
3. Ashly Gaskin, Clinical Psychology, UNC Chapel Hill 2010
2. Shawn Jones, Clinical Psychology, UNC Chapel Hill 2010
1. Brian Foster, Sociology, UNC Chapel Hill 2013

UNDERGRADUATE MENTORING

HONORS THESIS CHAIR

1. Whitney Adams, Psychology, UNC Chapel Hill 2013

HONORS THESIS COMMITTEE MEMBER

7. Terrence Wilson, Psychology, UNC Chapel Hill 2010
6. Sierra Carter, Psychology, UNC Chapel Hill 2010
5. Jacqueline Bonsu, Psychology, UNC Chapel Hill 2010
4. Taya Walston, Psychology, UNC Chapel Hill 2011
3. Bindhu Pamarthi, Psychology, UNC Chapel Hill 2012
2. Miray Seward, Psychology, Duke University 2014
1. Danielle Thompson, Psychology, Duke University 2014

SERVICE

PROFESSIONAL SERVICE – SCHOLARLY REVIEW

EDITORIAL BOARD MEMBERSHIPS

Child Development Perspectives 2011 –

Child Development 2010 –
Cultural Diversity and Ethnic Minority Psychology 2009 -

AD HOC REVIEWING

Developmental Psychology
Review of General Psychology
Journal of Research on Adolescence
Self and Identity
Psychology of Women's Quarterly
Journal of Youth and Adolescence
Journal of Abnormal Psychology
Journal of Consulting and Clinical Psychology
Social Forces
Journal of Clinical Psychology
Journal of Adolescence

CONFERENCE REVIEWING

Society for Research in Child Development Biennial Conference 2014
Society for Research on Adolescence Biennial Conference 2013
Society for Research in Child Development Themed Meeting:
Transitions from Adolescence to Adulthood 2012
Society for Research on Adolescence Biennial Conference 2011
Society for Research in Child Development Themed Meeting:
Positive Development of Minority Children 2011
Society for Research in Child Development Biennial Conference 2010
American Psychological Association, Division 45 2010
American Psychological Association, Division 45 2009
Society for Research on Adolescence Biennial Conference 2009
Society for Research on Adolescence Biennial Conference 2005

GRANT PROPOSAL REVIEWER

NIH Psychosocial Development, Risk and Prevention
(PDRP) Study Section 2013
NSF Developmental Learning Sciences (DLS) 2010

PROFESSIONAL MEMBERSHIPS

American Psychological Association 2003 -
APA Div 7 – Developmental Psychology 2008 -
APA Div 45 - Society for the Psychological Study of
Ethnic Minority Issues 2008 -
The Association of Black Psychologists 2003 -
The Society for Research on Adolescence 1999 -
The Society for Research in Child Development 1999 -

PROFESSIONAL SERVICE – LEADERSHIP

Co-chair, the Society for Research on Adolescence

Diversity Committee	2014 -
Invited Member, Ethnic and Racial Issues (ERI) Committee of the Society for Research in Child Development	2013 -
Invited Reviewer, National Academies of Science Ford Foundation Fellowship Program	2013
Invited Member, Committee of Visitors (COV) Review for the Division of Behavioral and Cognitive Sciences of NSF	2012
Invited Member, the Society for Research on Adolescence Diversity Committee	2012 -
Invited Member, Ethnic/Racial Identity in the 21 st Century Study Group	2012 -
Invited Member, the SRA Study Groups Committee	2006 – 2010
<u>UNIVERSITY AND DEPARTMENT SERVICE</u>	
Member, The Provost’s Committee on Inclusive Excellence and Diversity at the University of North Carolina at Chapel Hill	2013 - 2014
Co-chair, The National Black Graduate Conference in Psychology at the University of North Carolina at Chapel Hill	2013
Department Liaison, College of Arts and Sciences at the University of North Carolina at Chapel Hill	2012 - 2014
Member, The Chapel Hill/Carrboro School District of North Carolina Community Action Committee	2010 – 2012
Faculty Advisor, Black Graduate and Professional Student Association at the University of North Carolina at Chapel Hill	2010 – 2014
Member, The Carolina Population Center Training Program Committee	2011 – 2014
Advisory Board Member, Interdisciplinary Certificate in Health Disparities Program run by the Ethnicity, Culture and Health Outcomes Program at the University of North Carolina at Chapel Hill	2011 - 2014
<u>RECOGNITIONS AND AWARDS</u>	
Excellence in Research Award from the Program for Research on Black Americans at the University of Michigan	2014

Honorary Coach for the Women's Basketball Team at the University of North Carolina at Chapel Hill	2010
Society for Research in Child Development Travel Award	1999

BRIDGET G. SEELEY

9665 E. Navarro

Mesa, Arizona

85209

Phone. 480.861.2043

Email. Bridget.Granville@asu.edu

Education

2012 Ph.D., Lifespan Developmental Psychology
Mary Lou Fulton Teacher's College
Arizona State University, Tempe, Arizona

Dissertation: *Predicting Children's Academic Achievement from Parental Aspirations, Expectations, Help with Schoolwork, and Home Learning and Language Materials*

Committee Co-Chairs: Carlos Valiente and Kathryn Nakagawa

Committee Members: Angela Arzubiaga, Natalie Eggum

Comprehensive Examinations: *Cumulative knowledge based exam and specialized exam focusing on children's adjustment in school*

Committee Chair: Kathryn Nakagawa

Committee Members: Angela Arzubiaga, Robert Strom

2007 M.S., Marriage and Family Therapy
School of Social and Family Dynamics
Arizona State University, Tempe, Arizona

Thesis: *Do parents' effortful control and parenting predict children's effortful control and adjustment?*

Committee Chair: Carlos Valiente

Committee Members: Kathryn Lemery-Chalfant, Larry Dumka

2003 B.A., English Literature (with a minor in Spanish), *Magna Cum Laude*
Department of English
Arizona State University, Tempe, Arizona

Teaching Experience

2010-
present *Faculty Member, Primary Instructor*
FAS 101: Intro to Personal Relationships
CDE 232: Human Development
FAS 264: Gender and Society
FAS 301: Intro to Parenting
FAS 331: Marriage/Family Relationships

FAS 332: Human Sexuality
FAS 435: Advanced Family Relationships
FAS 598: Topic: Perspectives on Marriage and Family Relationships

- All courses listed above are taught online using the Pearson Learning studio platform. All courses include weekly discussion boards, assignments, and exams.

School of Social and Family Dynamics
Arizona State University, Tempe/online campus

- 2010 *Graduate Teaching Assistant*
FAS 435: Advanced Marriage and Family Relationships (online)
FAS 331: Marriage and Family Relationships (online)
FAS 332: Human Sexuality (online)
CDE 191: Preschool and Play (guest lecturer)
 - My responsibilities included monitoring online discussion, grading assignments, exams, and papers; and dealing with student issues.School of Family and Social Dynamics
Arizona State University, Tempe, Arizona
- 2010 *Graduate Teaching Assistant*
FAS 101: Personal Growth in Human Relationships (online)
FAS 361: Research Methods (online)
 - My responsibilities included monitoring online discussion and grading assignments and papers.School of Social and Family Dynamics
Arizona State University, Tempe, Arizona
- 2005/2009 *Graduate Teaching Assistant*
FAS 484: Community Internships
 - My responsibilities included lecturing in class, grading assignments, and driving to various internship sites to evaluate student performance.School of Social and Family Dynamics.
Arizona State University, Tempe, Arizona
- 2009 *Graduate Teaching Assistant*
CDE 430: Infant Development (online)
 - My responsibilities included monitoring online discussion and grading assignments.School of Social and Family Dynamics
Arizona State University, Tempe, Arizona
- 2004/
2008-2009 *Graduate Teaching Assistant*
FAS 332: Human Sexuality
 - My responsibilities included proctoring exams, grading and compiling grades for over 200 students.

School of Social and Family Dynamics
Arizona State University, Tempe, Arizona

- 2007 *Graduate Teaching Assistant*
FAS 331: Marriage and Family Relationships
- My responsibilities included proctoring exams, grading, assignments, and lecturing in class.
- Department of Family and Human Development
Arizona State University, Tempe, Arizona
- 2005 *Primary Lab Instructor*
PSY 290: Experimental Research Methods
- My responsibilities included teaching a lab twice a week. I taught new material, reviewed old material, and graded assignments.
- Department of Psychology
Arizona State University, Tempe, Arizona
- 2005 *Group Leader, Bridges to High School (Larry Dumka, Nancy Gonzales, Principal Investigators)*
- My responsibilities included learning and memorizing an hour's worth of teaching material word for word to teach to two separate groups in order to maintain standardization, attending weekly training sessions, and being supervised and evaluated each week by a clinical psychologist.
- Prevention and Intervention Research Center
Arizona State University, Tempe, Arizona

Teaching Interests

Child development
Lifespan development
Emotion-regulation
Marriage and Family processes
Parenting
Adolescence
Cross-cultural family studies

Research Experience

- 2006-2009 *Graduate Research Assistant, Predicting Academic Competence in Kids (PACK) Project (Carlos Valiente, Principal Investigator)*
School of Social and Family Dynamics
Arizona State University, Tempe, Arizona
- 2007 *Graduate Research Assistant, Multicultural Counseling and Community Mental Health (Hung-Bin Sheu, Principal Investigator)*

Mary Lou Fulton College Teacher's College, Program in Counseling
Psychology
Arizona State University, Tempe, Arizona

- 2007 *Graduate Research Assistant, CareerBound (Bianca Bernstein, Principal Investigator)*
Mary Lou Fulton Teacher's College, Program in Counseling Psychology
Arizona State University, Tempe, Arizona
- 2006 *Graduate Research Assistant, Study on new ways to gather data on abusive couples (Scott Christopher, Principal Investigator)*
School of Social and Family Dynamics
Arizona State University, Tempe, Arizona
- 2004 *Interviewer, La Familia Project (Mark Roosa, Principal Investigator)*
School of Social and Family Dynamics
Arizona State University, Tempe, Arizona
- 2002-2004 Undergraduate Research Assistant, Bridges to High School (Larry Dumka, Nancy Gonzales, Principal Investigators)
Prevention and Intervention Resource Center
Arizona State University, Tempe, Arizona

Publications

Arzubiaga, A. E., Brinkerhoff, J. & Seeley Granville, B. (under review) The space immigrants' daily lives make. SRCD & TTU Initiative

Presentations

Christopher, F. S., Plieger, J. C., Canary, D., Guerrero, L., Granville, B. E., & Holtzworth-Munroe, A. (2006, November). *Targeted neighborhood sampling: A new approach for recruiting abusive couples*. Paper presented at the annual conference of the National Council on Family Relations, Minneapolis, MN.

Unpublished Manuals

Bridges to High School Program. *Bridges to High School Child Care Program Manual*. (2004).

Service

Departmental and University Service

Supreme Court Justice, Arizona State University, 2009-present
I was responsible for hearing cases that arose between students that involved the interpretation of the ASASU constitution.

Professional Memberships

American Association for Marriage and Family Therapy.

Fellowships, Awards, and Honors

2009 – 2010	Cowden Endowment Scholarship, Arizona State University
2008 – 2009	Arthur Fitzgerald Scholarship, Arizona State University
2004 – 2007	Cowden Endowment Scholarship, Arizona State University
2001 – 2003	Phi Eta Sigma National Honor Society
1999-2003	Dean’s List, Arizona State University

Study Abroad/Language Experience

2003	Attended the University of Alicante in Alicante, Spain for 1 semester and lived with a Spanish host family. I can converse in Spanish fluently.
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Sandra Simpkins, Ph.D.

(updated September 2014)

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Project websites: www.familiesandscience.org and <https://thesanfordschool.asu.edu/project-reach>

Education

- 2000 Ph.D. Developmental Psychology with a Minor in Statistics,
 University of California, Riverside, CA.
Dissertation Title: Maternal Management of Children's After-School
 Activities: Relations to Children's Friendships and Social Acceptance
Advisor: Dr. Ross D. Parke
- 1997 M.A. Developmental Psychology,
 University of California, Riverside, CA.
- 1995 B.A. Psychology,
 University of California, Santa Barbara, CA.

Academic and Professional Appointments

- 2014 to present **Co-Director**, Latino Resilience Enterprise, Arizona State University, Tempe, AZ
- 2011 to present **Associate Professor**, T. Denny Sanford School of Social and Family Dynamics, Arizona State University, Tempe, AZ.
- 2008 to present **Honors Faculty**, Barrett - The Honors College, Arizona State University, Tempe, AZ
- 2005-2011 **Assistant Professor**, School of Social and Family Dynamics, Arizona State University, Tempe, AZ.
- 2000-2004 **Research Investigator**, Institute for Research on Women and Gender, University of Michigan, Ann Arbor, MI.
- 2002-2004 **Research Associate**, Graduate School of Education, Harvard University, Boston, MA.
- 2000-2001 **Research Investigator**, Institute for Social Research, University of Michigan, Ann Arbor, MI.
- 1995-2000 **Research Associate**, Psychology,
Teaching Associate, Psychology,
 University of California, Riverside, CA.
- Summer 1999 **Statistical Consultant**, Healthy Families Project, University of California, Riverside, CA.

- 1998-1999 **Instructor** in Early Childhood Studies,
Riverside Community College, Riverside, CA
- Summer 1998 **Fellow**, Putting Children First Social Policy Internship,
Columbia University, New York City, NY.

Honors

- 2014 Outstanding Faculty Mentor of an Undergraduate Honors Thesis, Sanford School
- 2011-2016 National Science Foundation CAREER Award Recipient
- 2007-2012 William T. Grant Foundation Young Scholar
- 2006 American Psychological Association Advanced Training Institute Award
- 2000 American Psychological Association Dissertation Award
- 2000 Outstanding Teaching Assistant Award, University of California, Riverside, CA
- 1999 Fellowship, University of Michigan Summer Quantitative Program, Ann Arbor, MI
- 1998 Putting Children First: Social Policy Fellowship, Columbia University, New York, NY
- 1998 American Psychological Association Travel Award
- 1995-1996, 1998-1999 Chancellor's Distinguished Fellowship, University of California, Riverside, CA

I. RESEARCH

A. Publications

Notes:

Student Contributions: Student and postdoctoral fellow authors are in italics.

†Undergraduate student authors

Simpkins' Contribution: ^a Conceptualized the study and was the lead writer on the paper.

^b Conceptualized the study with the student and took a lead writing role on the paper.

^c Helped conceptualize the study and was a secondary writer on the paper.

Refereed Monograph

^a**Simpkins, S. D., Fredricks, J., & Eccles, J. S.** (in press). Parent beliefs to youth choices:

Mapping the sequence of predictors from childhood to adolescence. *Monographs of the Society for Research in Child Development*.

Refereed Journal Articles

- ^a**Simpkins, S. D., & Riggs, N. R.** (in press). Cultural competence in after-school programs. *New Directions for Youth Development*.
- ^c**Schaefer, D., & Simpkins, S. D.** (2014). Using social network analysis to clarify the role of obesity in adolescent friend selection. *American Journal of Public Health, 104*, 1223-1229.
- ^b**Dawes, N. P., Vest, A. E., & Simpkins, S. D.** (2014). Youth participation in organized and informal sports activities across childhood and adolescence: Exploring the relationships of motivational beliefs, developmental stage and gender. *Journal of Youth and Adolescence, 43*, 1374-1388.
- ^c**Fredricks, J. A. & Simpkins, S. D.** (2013). Organized out-of-school activities: Peers and adolescent development. *New Directions for Child and Adolescent Development, 140*, 1 - 17.
- ^{a†}**Simpkins, S. D., Delgado, M., Price, C., Quach, A., & Starbuck, E.** (2013). Socioeconomic status, ethnicity, culture, and immigration: Examining the potential mechanisms underlying Mexican-origin adolescents' organized activities. *Developmental Psychology, 49*, 706 - 721.
- ^a**Simpkins, S. D., Schaefer, D., Price, C., & Vest, A. E.** (2013). Adolescent friendships, BMI, and physical activity: Untangling selection and influence through longitudinal social network analysis. *Journal for Research on Adolescence: Special issue on social network analysis, 23*, 537 – 549.
- ^c**Vest, A. E., Mahoney, J. L., & Simpkins, S. D.** (2013). Patterns of out-of-school time around the world: Do the help to explain international differences in mathematics and science achievement? *International Journal of Research on Extended Education, 2*, 88-113.
- ^b**Vest, A. E. & Simpkins, S. D.** (2013). Do some athletes drink alcohol more than others? The importance of peer relationships and gender. *New Directions for Child and Adolescent Development, 140*, 37 - 55.
- ^a**Simpkins, S. D., Vest, A. E., Delgado, M. Y., & Price, C.** (2012). Do friends participate in similar extracurricular activities?: Examining the moderating role of age and race. *Journal of Leisure Research, 44*, 332 – 352.
- ^c**Fredricks, J. A., & Simpkins, S. D.** (2012). Supporting ethnic minority youth during the after school hours: The potential of organized activity participation. *Child Development Perspectives, 6*, 280 – 287.
- ^a**Simpkins, S. D., Fredricks, J., & Eccles, J. S.** (2012). Charting the Eccles' Expectancy-Value Model from parents' beliefs in childhood to youths' activities in adolescence. *Developmental Psychology, 48*, 1019-1032.
- ^c**Cansler, E., Updegraff, K. A., & Simpkins, S. D.** (2012). Mexican American adolescents' future work and family plans: Associations with cultural experiences and psychosocial well-being. *Journal of Early Adolescence, 32*, 313 – 319.
- ^a**Simpkins, S. D., Vest, A. E., & Price, C.** (2011). Continuity and discontinuity in intergenerational participation in organized activities: Insights from mixed-methods. *Journal of Family Psychology: Special section on mixed-methods, 25*, 814 – 824.
- ^c**Schaefer, D., Simpkins, S. D., Vest, A. E., & Price, C.** (2011). The role of extracurricular activities in developing and maintaining adolescent friendships: New insights through

- social network analysis. *Developmental Psychology*, 4, 1141 - 1152.
- ^a**Simpkins, S. D., O'Donnell, M., Delgado, M., & Becnel, J. N.** (2011). Latino adolescents' participation in extracurricular activities: How important are family resources and cultural orientation? *Applied Developmental Science*, 15, 37 – 50.
- ^a**Simpkins, S. D., Vest, A. E., & Becnel, J. N.** (2010). Participating in sport and music activities in adolescence: The role of activity participation and motivational beliefs during elementary school. *Journal of Youth and Adolescence*, 39, 1368 – 1386.
- ^{a†}**Simpkins, S. D., Vest, A. E., Dawes, N. P., & Neuman, K. I.** (2010). Dynamic relations between parents' behaviors and children's motivational beliefs in sports and music. *Parenting: Science and Practice*, 10, 97 – 118.
- ^c**Dearing, E., Wimer, C., Simpkins, S. D., Lund, T., Bouffard, S., Caronongan, P., Kreider, H., & Weiss, H. B.** (2009). Do neighborhood and home contexts help explain why low-income children miss opportunities to participate in activities outside of school? *Developmental Psychology*, 45, 1545 – 1562.
- ^b**Slutzky, C., & Simpkins, S. D.** (2009). The link between children's sport participation and self-esteem: Exploring the mediating role of sport self-concept. *Psychology of Sport and Exercise*, 10, 381 – 389.
- ^a**Simpkins, S. D., Bouffard, S., Dearing, E., Kreider, H., Wimer, C., Caronongan, P., & Weiss, H. B.** (2009). Adolescent adjustment and patterns of parents' behaviors in early and middle adolescence. *Journal of Research on Adolescence*, 19, 530 – 557.
- ^a**Simpkins, S. D., Eccles, J. S., & Becnel, J. N.** (2008). The role of breadth in activity participation and friends in adolescents' adjustment. *Developmental Psychology*, 44, 1081 – 1094.
- ^b**Wimer, C., Simpkins, S. D., Dearing, E., Caronongan, P., Bouffard, S., & Weiss, H. B.** (2008). Predicting youth out-of-school time participation: Multiple risks and developmental differences. *Merrill-Palmer Quarterly*, 54, 179 - 207.
- ^c**Dearing, E., Kreider, H., Simpkins, S. D., & Weiss, H. B.** (2006). Family involvement in school and low-income children's literacy performance: Longitudinal associations between and within families. *Journal of Educational Psychology*, 98, 653 – 664.
- ^a**Simpkins, S. D., Parke, R. D., Flyr, M., & Wild, M.** (2006). Similarities in children's and early adolescents' perceptions of friendship qualities across development, gender and friendship qualities. *Journal of Early Adolescence*, 26, 491 – 508.
- ^a**Simpkins, S. D., Davis-Kean, P. E., & Eccles, J. S.** (2006). Math and science motivation: A longitudinal examination of the links between choices and beliefs. *Developmental Psychology*, 42, 70 – 83.
- ^a**Simpkins, S. D., Weiss, H., McCartney, K., Kreider, H. M., & Dearing, E.** (2006). Mother-child relationship as a moderator of the relation between family educational involvement and child achievement. *Parenting: Science and Practice*, 6, 49 – 57.
- ^c**Bouffard, S., Wimer, C., Caronongan, P., Little, P., Dearing, E., & Simpkins, S. D.** (2006). Demographic differences in patterns of youth out-of-school time activity participation. *Journal of Youth Development*. Available at <http://www.nae4ha.org/directory/jyd/intro.html>
- ^c**Jacobs, J. E., & Simpkins, S. D.** (2005). Mapping leaks in the math, science, and technology pipeline. *New Directions for Child and Adolescent Development*, 110, 3 – 6.
- ^a**Simpkins, S. D., & Davis-Kean, P. E.** (2005). The intersection between self-concept and values:

Links between beliefs and choices in high school. *New Directions for Child and Adolescent Development*, 110, 31 – 47.

- ^a**Simpkins**, S. D., Davis-Kean, P. E., & Eccles, J. S. (2005). Parents' socializing behavior and children's participation in math, science, and computer out-of-school activities. *Applied Developmental Science*, 9, 14 – 30.
- ^a**Simpkins**, S. D., Ripke, M., Huston, A. C., & Eccles, J. S. (2005). Predicting participation and outcomes in out-of-school activities: Similarities and differences across social ecologies. *New Directions for Youth Development*, 105, 51 – 70.
- ^cFiester, L., **Simpkins**, S. D., & Bouffard, S. (2005). Present and accounted for: Measuring attendance in out-of-school time programs. *New Directions for Youth Development*, 105, 91 – 108.
- ^cDearing, E., McCartney, K., Weiss, H. B., Kreider, H., & **Simpkins**, S. D. (2004). The promotive effects of family educational involvement for low-income children's literacy: How and for whom does involvement matter? *Journal of School Psychology*, 42, 445 – 460.
- ^a**Simpkins**, S. D., & Parke, R. D. (2002). Do friends and nonfriends behave differently? A social relations analysis of children's behavior. *Merrill-Palmer Quarterly*, 48, 263 – 283.
- ^a**Simpkins**, S. D., & Parke, R. D. (2002). Maternal monitoring and rules as correlates of children's social adjustment. *Merrill-Palmer Quarterly*, 48, 360 – 377.
- ^a**Simpkins**, S. D., & Parke, R. D. (2001). The relations between parental friendships and children's friendships: Self-report and observational analysis. *Child Development*, 72, 569 – 582.

Edited Volumes

- Fredricks, J. A., & **Simpkins**, S. D. (Eds.) (2013). Organized out-of-school activities: Settings for peer relationships, peer influence, and adolescent development, *New Directions for Child and Adolescent Development*, 140.
- Jacobs, J. E. & **Simpkins**, S. D. (Eds.). (2005). Leaks in the pipeline to math, science, and technology careers, *New Directions in Child and Adolescent Development*, 110.

Edited Book Chapters

- ^cWigfield, A., Eccles, J. S., Fredricks, J., Roeser, R., Schiefele, U., & **Simpkins**, S. (in press). Development of achievement motivation and engagement. In R. M. Lerner (Series Ed.) & C. Garcia Coll and M. Lamb (Volume Eds.). *Handbook of child psychology: Vol. 3. Social and emotional development* (7th ed.). New York: John Wiley & Sons Inc.
- ^a **Simpkins**, S. D., Fredricks, J. A., & Eccles, J. S. (2015). Families, schools, and developing achievement related motivations and achievement. In J. E., Grusec, & P.H. Hasting (Eds.). *Handbook of socialization: Theory and research* (2nd ed., pp.614-636). New York: Guilford Press.
- ^c Mahoney, J. L., Vandell, D. L., **Simpkins**, S. D., & Zarrett, N. (2009). Adolescent out-of-school activities. In R. M. Lerner and L. Steinberg (Eds.), *The handbook of adolescent psychology: Vol. 2. Contextual influences on adolescent development* (3rd ed., pp. 228 – 269). Hoboken, NJ: John Wiley & Sons Inc.

- ^a **Simpkins, S. D., Eccles, J. S., & Templeton, J. (2008).** Supporting positive development through structured after-school activities. In T.L. Good (Ed.), *21st century education: A reference handbook* (pp. 199 – 208). Thousand Oaks, CA: Sage Publications.
- ^a **Simpkins, S. D., Fredricks, J., Davis-Kean, P., & Eccles, J. S. (2006).** Healthy minds, healthy habits: The influence of activity involvement in middle childhood. In A. Huston and M. Ripke (Eds.), *Developmental contexts in middle childhood: Bridges to adolescence and adulthood* (pp. 283 – 302). New York: Cambridge University Press.
- ^c Fredricks, J. A., **Simpkins, S. D., & Eccles, J. S. (2005).** Family socialization, gender, and participation in sports and instrumental music. In C. R. Cooper, C. T. Garcia Coll, W. T. Bartko, H. Davis, and C. Chatman (Eds.), *Developmental pathways through middle childhood: Rethinking contexts and diversity as resources* (pp. 41 – 62). Mahwah, NJ: Lawrence Erlbaum Associates.
- ^c Parke, R. D., Killian, C., Dennis, J., Flyr, M. L., McDowell, D. J., **Simpkins, S. D., Kim, M., & Wild, M. (2003).** Managing the external environment: The parent as active agent in the system. In L. Kuczynski (Ed.), *Handbook of dynamics in parent-child relations* (pp. 247 – 270). Thousand Oaks, CA: Sage.
- ^c Parke, R. D., **Simpkins, S. D., McDowell, D. J., Kim, M., Killian, C., Dennis, J., Flyr, M. L., Wild, M., & Rah, Y. (2002).** Relative contributions of families and peers to children's social development. In C. Hart and P. K. Smith (Eds.), *Handbook of social development* (pp. 156 – 177). London: Blackwell.
- ^c Parke, R. D., Kim, M., Flyr, M. L., McDowell, D. J., **Simpkins, S. D., Killan, C., & Wild, M. (2001).** Managing marital conflict: Links with children's peer relationships. In J. Grych and F. F. Fincham (Eds.), *Child development and interparental conflict: Theory, research, and applications* (pp. 291 – 314). New York: Cambridge University Press.
- ^c Parke, R. D., O'Neil, R., Isley, S., Spitzer, S., Welsh, M., Wang, S., Flyr, M. L., **Simpkins, S. D., Strand, C., & Morales, M. (1998).** Family-peer relationships: Cognitive, emotional, and ecological determinants. In M. Lewis and C. Feiring (Eds.), *Families, risk, and competence* (pp. 89 – 112). Mahwah, NJ: Lawrence Erlbaum Associates.

Edited Encyclopedia Chapters

- ^a **Simpkins, S. D., & Fredricks, J. (in press).** Family influences on motivation. In J. D. Wright (Ed.). *The international encyclopedia of the social and behavioral sciences*. (2nd ed.) Elsevier.
- ^b *Vest, A. E., & Simpkins, S. D. (2012).* The Eccles' Expectancy-Value Model: A framework to understand adolescents' choices (pp. 895-900). In R. J. R. Levesque (Ed.) *The encyclopedia of adolescence*. New York, NY: Springer Science and Business Media.

Journal Articles under Review

- ^a† **Simpkins, S. D., Price, C. & Garcia, K. (under review).** Parental support and high school students' motivation in biology, chemistry, and physics: The role of gender and ethnicity.
- ^b *Price, C., Simpkins, S. D., & Menjívar, C. (under review).* Sibling behaviors and Mexican-origin adolescents' after-school activity participation.
- ^c *Becnel, J., Christopher, F. S., & Simpkins, S. D. (under review).* Socioeconomic status and

early menarche in white and black girls.

^b Delgado, M., Simpkins, S. D., Vest, A. E., & Schaefer, D. (under review). How do my friends matter? Examining a Latino school belonging model of academic achievement.

Journal Articles in Preparation

^aSimpkins, S. D., Riggs, N. R., Ngo, B., Okamoto, D., & Vest, A. E. (in preparation). Creating culturally relevant after-school activities.

^{a†}Simpkins, S. D., Vest, A. E., Gunn, H., & Cahill, K. (in preparation). Ethnic and cultural features in organized activities: Potential implications for parent and adolescent engagement.

^bVest, A. E., Simpkins, S. D., & Schaefer, D. R. (in preparation). Obesity and social marginalization: When do organized activities facilitate or hinder peer relationships?

^bVest, A. E., Simpkins, S. D., Menjivar, C., & Delgado, M. Y. D. (in preparation). Mexican-origin parents' and adolescents' perspectives on cultural competence in organized activities.

^bVest, A. E., Simpkins, S. D., & Menjivar, C. (in preparation). Understanding how ethnic and cultural features in organized activities matter for Latino adolescents' experiences.

^{b†}Vest, A. E., Simpkins, S. D., Gaskin, E., Menjivar, C., & Pesch, A. (in preparation). The impact of immigration laws and ethnic discrimination in Mexican-origin adolescents' organized activities.

^{b†}Vest, A. E., Simpkins, S. D., Gaskin, E., Gunn, H., Pesch, A., & Menjivar, C. (in preparation). Latino adolescents' organized activity participation: For whom and under what conditions does perceived and experienced discrimination matter?

Public Policy and Practice Publications

(all of these publications received feedback from outside reviewers)

^a Simpkins, S. D., & Price, C. (2012). Bolstering the success of students in science through motivational beliefs and families. *Science Times: Arizona Science Teachers Association Circular*, 2(1), 8 – 9.

^c Halpern, D. F., Aronson, J., Reimer, N., Simpkins, S. D., Star, J. R., & Wentzel, K. (September, 2007). *Encouraging girls in math and science: IES Practice Guide*. Washington, DC: National Center for Education Research, Institute of Education Sciences, U.S. Department of Education. Available at <http://ncer.ed.gov>.

^b Bouffard, S., Simpkins, S. D., & DeDeo, C. A. (2006). Parenting behaviors and adolescent OST participation. *Evaluation Exchange*, 12(1-2), 31. Available at www.gse.harvard.edu/hfrp/eval.html

^c Wimer, C., Bouffard, S., Caronongan, P., Dearing, E., Simpkins, S. D., Little, P. M. D., & Weiss, H. B. (2006, March). *What are kids getting into these days?: Demographic differences in youth out-of-school time participation*. Available at <http://www.gse.harvard.edu/hfrp/projects/afterschool/resources/demographic.html>

^a Simpkins, S. D. (2004). Does youth's participation in out-of-school time activities make a difference? *Evaluation Exchange*, 10(1), 2 – 3 & 29. Available at

www.gse.harvard.edu/hfrp/eval.html

- This work was quoted in *Out-of-school time policy commentary #6: Participation during out-of-school time: Taking a closer look* (2004, March): The Forum for Youth Investment: available at www.forumforyouthinvestment.org

^a **Simpkins**, S. D., Little, P. M. D., & Weiss, H. B. (2004). Understanding and measuring attendance in out-of-school programs. *Issues and Opportunities in Out-of-School Time Evaluation Briefs*, 7. Available at www.gse.harvard.edu/hfrp/projects/afterschool/resources/issuebrief7.html

^a **Simpkins**, S. D. (2003, Spring). Characterizing and measuring participation in out-of-school time programs. *Evaluation Exchange*, 9 (1), 2 – 3 & 21. Available at www.gse.harvard.edu/hfrp/eval.html

B. Sponsored Research

Ongoing External Grants

Simpkins, S. D. (Principal Investigator), Menjivar, C., & Millsap, R. *Distal Factors and Proximal Settings as Predictors of Latino Adolescents' Activities: Insights from Mixed Methods*, William T. Grant Foundation (\$386,352), 2013-2016.

Simpkins, S. D. (Principal Investigator). DRL-1054798 *CAREER: How families motivate Mexican-origin adolescents to pursue physical science in high school*, National Science Foundation (\$682,051), March 15, 2011 – March 15, 2016.

Schaefer, D. (Principal Investigator), & **Simpkins**, S. D. (co-Principal Investigator). 1R21-HD071885 *Exploring new mechanisms to explain how adolescent health shapes friend selection*, National Institute of Child Health and Human Development (\$384,487), June 4, 2012 – May 31, 2015.

Completed External Grants

Simpkins, S. D. (Principal Investigator, subcontract from University of Illinois at Urbana-Champaign). *Development of self-direction in youth-programs-family interaction systems: Latino and non-Latino adolescents*, William T. Grant Foundation (\$12,480), October 2013 – June 2014.

Simpkins, S. D. (Principal Investigator). *The determinants of Mexican-origin adolescents' participation in organized activities: The role of culture, settings and the individual*, William T. Grant Foundation (\$350,000), July 1, 2007 – June 30, 2012.

Schaefer, D. (Principal Investigator) and **Simpkins**, S. D. (Co-Principal Investigator; 50%). *Adolescent friendship networks: The role of individual and school characteristics*, William T. Grant Foundation (\$24,873), July 1, 2009 – June 30, 2010.

Simpkins, S. D. (Principal Investigator). Postdoctoral fellowship for scholars of color. This grant supported a postdoctoral fellow to work on the existing grant entitled: *The determinants of Mexican-origin adolescents' participation in organized activities: The role of culture, settings and the individual*, William T. Grant Foundation (\$60,000), July 1, 2008 – June 30, 2010.

Simpkins, S. D. (Principal Investigator, subcontract from Harvard University). *Individual and contextual predictors of participation in out-of-school time activities*, William T. Grant Foundation (\$47,140), December 1, 2004 – November 30, 2006.

Completed Internal Grants

Simpkins, S. D. (Principal Investigator). *Follow-up on a measurement development study of Latino and Caucasian adolescents' participation in organized activities*, School of Social and Family Dynamics Challenged Child Project (\$10,000), January 1, 2012 – December, 2012.

Schaefer, D. (Principal Investigator) and **Simpkins, S. D.** (Co- Principal Investigator; 50%). *Social Networks, Extracurricular Activities, and Problem Behavior among Middle School Students*, School of Social and Family Dynamics Challenged Child Project (\$22,943), June 1, 2010 – July 30, 2011.

Simpkins, S. D. (Principal Investigator) with Delgado, M. Y. (postdoctoral fellow). *Predicting Academic Success among Latino Youth: Exploring Friend Social Networks and School Belonging*. School of Social and Family Dynamics Challenged Child Project (\$6,000), spring 2010.

Simpkins, S. D. (Co- Principal Investigator; 50%), and Schaefer, D. (Co-Principal Investigator). *The utility of social network analysis to map adolescent development*, School of Social and Family Dynamics Transdisciplinary Research for Innovation Program (2 course releases), fall 2008.

Simpkins, S. D. (Co- Principal Investigator; 33%), Schaefer, D. (Co-Principal Investigator) and Steven Haas (Co- Principal Investigator). *Understanding adolescent development through social networks*, School of Social and Family Dynamics Interdisciplinary Research Seed Funding (\$360), October 1, 2007 – January 30, 2008.

C. Research Consultant and Evaluator

2012-2013 I am an external evaluator on the following grant. GSE/RES Collaborative proposal: How parents and their elementary school-age children solve science problems together: The role of gender and ethnicity, Principal Investigators: Dr. Sandrin, Arizona State University and Dr. Short-Meyerson, University of Wisconsin. Grant funded by the National Science Foundation.

2009-2013 I am a consultant on the following grant. Development of self-direction in youth-program-family interaction systems: Latino and non-Latino adolescents, Principal Investigators: Dr. Larson and Dr. Raffaelli, University of Illinois, Urbana-Champaign. Grant funded by the William T. Grant Foundation.

2001-2004 I was a consultant on the following project. Panel Study of Income Dynamics-Child Development Supplement, Institute for Social Research, University of Michigan.

D. Presentations

Notes: Student Contributions: Student and postdoctoral fellow authors are in italics.

†Undergraduate student authors

Refereed National & International Conference Presentations

- Camacho, D., & Simpkins, S.D.* (March, 2015). *Latino parents and adolescent after-school activity participation*. Poster to be presented at the Biennial Meeting for the Society for Research on Child Development, Philadelphia, PA.
- Gaskin, E.R., & Simpkins, S.D.* (March, 2015). *Latino science-specific parenting beliefs and behaviors towards adolescent children*. Poster to be presented at the Biennial Meeting for the Society for Research on Child Development, Philadelphia, PA.
- Gaskin, E.R., & Simpkins, S.D.* (March, 2015). *Latino parenting behaviors and gender differences for adolescent science motivation*. Poster to be presented at the Biennial Meeting for the Society for Research on Child Development, Philadelphia, PA.
- Lin, A., Price, C., Gaskin, E. Dawes, N., & Simpkins, S.D.* (March, 2015). *Decision making processes in organized activity participation: The role of parents, adolescents, and context*. Poster to be presented at the Biennial Meeting for the Society for Research on Child Development, Philadelphia, PA.
- Schaefer, D., **Simpkins, S.D.**, & *Vest Ettekal, A.* (2015). *Using Social Network Analysis to Clarify the Roles of Obesity and Extracurricular Co-Participation in Adolescent Friend Selection*. In A. Bohnert and **S.D. Simpkins** (co-chairs), *Altering developmental outcomes for overweight youth through social networks: Evidence from large-scale and experimental studies*. Paper to be presented at the Biennial Meeting for the Society for Research on Child Development, Philadelphia, PA.
- Simpkins, S.D.** (2015). *Discussant*. In J. Wang (chair), *Positive youth development in organized after-school programs*. Paper to be presented at the Biennial Meeting for the Society for Research on Child Development, Philadelphia, PA.
- Vest Ettekal, A., & Simpkins, S. D.* (March, 2015). *Latino families' perspectives on cultural content in after-school programs: How important is ethnic and cultural congruence?* In R. W. Larson (chair), *Afterschool programs as contexts for adolescent active cultural socialization: Challenges and opportunities*. Paper to be presented at the Biennial Meeting for the Society for Research on Child Development, Philadelphia, PA.
- Simpkins, S. D.**, & *Price, C. D.* (2014). *Parental support of adolescents' science motivational beliefs: Examining differences across science domains, ethnicity, and gender*. In **S. D. Simpkins** (Chair), *Looking beyond teachers: The importance of parents and peers in youths' pursuit of STEM*. Paper presented at the Biennial Meeting for Gender and STEM Network, Berlin, Germany.
- Fredricks, J., **Simpkins, S. D.**, & Eccles, J. (2014). *Parent influence on math course taking: Mapping the sequence of predictors from childhood to adolescence*. In **S. D. Simpkins** (Chair), *Looking beyond teachers: The importance of parents and peers in youths' pursuit of STEM*. Paper presented at the Biennial Meeting for Gender and STEM Network, Berlin, Germany.

- Becnel, J., **Simpkins, S. D.**, & Christopher, S. (2014). *Trajectories of sexual risk and pregnancy of early developing girls*. Poster presented at the biennial meeting of the Society for Research on Adolescence, Austin, TX.
- Price, C. D., & **Simpkins, S. D.** (2014). *Gender and ethnicity measurement equivalence of motivational beliefs in science areas*. Poster presented at the biennial meeting of the Society for Research on Adolescence, Austin, TX.
- Simpkins, S. D.**, Fredricks, J., & Eccles, J. S. (2014). *Parent beliefs to youth participation in sports and music: Mapping the sequence of predictors from childhood to adolescence*. In N. Dawes (Chair), Exploring mechanisms for promoting youth engagement in afterschool programs: The importance of social connections. Paper presented at the Biennial Meeting for the Society for Research on Adolescence, Austin, TX.
- Vest, A. E., **Simpkins, S. D.**, & Schaefer, D. (March, 2014). *Obesity and social marginalization: When do organized activities facilitate or hinder friendships?* In A. Mata (Chair), Extracurricular Activities and Adolescent Functioning: Do At-Risk Youth Benefit?. Paper presented at the Biennial Meeting for the Society for Research on Adolescence, Austin, TX.
- Becnel, J. N., **Simpkins, S. D.**, & Christopher, F. S. (2013). *Predicting racial variations in girls pubertal maturation: The role of SES*. Poster presented at the biennial meeting of the Society of Research on Child Development, Seattle, WA.
- Price, C., & **Simpkins, S. D.** (2013). *Sibling behaviors and Mexican-origin adolescents' after-school activity participation*. Poster presented at the biennial meeting of the Society of Research on Child Development, Seattle, WA.
- Vest, A. E., & **Simpkins, S. D.** (2013). *Ethnic socialization in organized after-school activities*. Poster presented at the biennial meeting of the Society of Research on Child Development, Seattle, WA.
- †Price, C., **Simpkins, S. D.**, & Taraba, S. (2012). *How do siblings influence Mexican-origin youths' activity participation?* In C. Price (Chair), Considering cultural and ethnic processes in organized activity participation of adolescents: International and national perspectives. Paper presented at the Biennial Meeting for the Society for Research on Adolescence, Vancouver, BC.
- Schaefer, D., **Simpkins, S.**, Vest, A., & Price, C. (2012). *The contribution of extracurricular activities to adolescent friendships: New insights through social network analysis*. In J. Fredricks, (Chair), Contextual influences on peer processes: Examining organized out-of-school activities. Paper presented at the biennial meeting of the Society of Research on Adolescence, Vancouver, BC.
- Schaefer, D., **Simpkins, S.**, Price, C., & Vest, A. (2012). *Adolescent friendships, weight, and activity: Untangling selection and influence with longitudinal social network analysis*. In K. de la Haye and **S. D. Simpkins**, (Chairs), Capturing the complexity of friendship and physical health: Insights on obesity through longitudinal social network analysis. Paper presented at the biennial meeting of the Society of Research on Adolescence, Vancouver, BC.
- Simpkins, S.**, Vest, A., & Price, C. (2012). *Intergenerational continuity and discontinuity in Mexican-origin youths' participation in organized activities: Insights from mixed-methods*. In **S. D. Simpkins**, (Chair), The dynamic role of parents over the course of adolescents' activities: Insights into enrollment, participation, and consequences. Paper

- presented at the biennial meeting of the Society of Research on Adolescence, Vancouver, BC.
- Vest, A. E., & **Simpkins, S. D.** (2012). *Sport participation and alcohol use during adolescence: Mediators and moderators explaining the positive relation*. In A. E. Vest (Chair), *How friends shape the influence of organized activities on adolescents' development: A look from outside to within activities*. Paper presented at the Biennial Meeting for the Society for Research on Adolescence, Vancouver, BC.
- Delgado, M. Y., Price, C. D., Vest, A. E., & **Simpkins, S. D.** (2011). *Mexican-origin adolescents' after-school activities and perceived benefits: Case study perspectives across school seasons*. In S. D. **Simpkins** (Chair), *Promoting positive youth development of Latino adolescents: The role of after-school settings and relationships*. Paper presented at the Biennial Meeting for the Society for Research on Child Development, Montreal, QB.
- Delgado, M. Y., Vest, A. E., **Simpkins, S. D.**, & Schaefer, D. (2011). *How my friends matter: Examining the role of friends in a Latino school belonging model of academic achievement*. In M. Y. Delgado (Chair), *Predicting Latino youth academic adjustment: Examining school, home, and cultural contexts*. Paper presented at the Biennial Meeting for the Society for Research on Child Development, Montreal, QB.
- Price, C. D., & **Simpkins, S. D.** (2011). *The role of parents' supportive behaviors in adolescent extracurricular activity participation*. Poster presented at the Biennial Meeting for the Society for Research on Child Development, Montreal, QB.
- Vest, A. E., Price, C. D., & **Simpkins, S. D.** (2011). *Mexican-origin parents' values of culture in organized activities: Differences by Mexican orientation and community demographics*. Poster presented at the Biennial Meeting for the Society for Research on Child Development, Montreal, QB.
- Delgado, M. Y., Vest, A. E., **Simpkins, S. D.**, & Schaefer, D. (2010). *Do my friends matter? Exploring friendship network structures to predict academic success among Latino youth?* In M. Y. Delgado, (Chair), *Peer relationships in adolescence: An examination of methodological and statistical advances*. Symposium presented at the biennial meeting of the Society of Research on Adolescence, Philadelphia, PA.
- Price, C. D., Delgado, M. Y., **Simpkins, S. D.**, & Vest, A. E. (2010). *A qualitative approach to understanding gender-typed activities of Mexican American adolescents in two different communities*. Poster presented at the biennial meeting of the Society of Research on Adolescence, Philadelphia, PA.
- Simpkins, S. D.**, Delgado, M. Y., Price, C., Vest, A. E., & Dawes, N. (2010). *Activity participation of Mexican-origin adolescents: The importance of adolescents' culture and ethnicity*. In S. D. **Simpkins**, (Chair), *One program does not fit all: The importance of leaders, culture, and motivation in promoting success of high risk youth*. Symposium presented at the biennial meeting of the Society of Research on Adolescence, Philadelphia, PA.
- Vest, A. E., Becnel, J., & **Simpkins, S. D.** (2010). *Cross-domain patterns across sports and music participation in elementary school and motivational beliefs in adolescence*. Poster presented at the biennial meeting of the Society of Research on Adolescence, Philadelphia, PA.
- Vest, A. E., Delgado, M. Y., & **Simpkins, S. D.** (2010). *Adolescents' extracurricular activities: Does the influence of friends vary by age and race?* In A. E. Vest (Chair), *Contextual*

- influences on youths' extracurricular activities: Perspectives on rural communities, family immigration, and friendships. Symposium presented at the biennial meeting of the Society of Research on Adolescence, Philadelphia, PA.
- Vest, A. E., **Simpkins**, S. D., & Zarrett, N. (2010). *Changes in intensity of activity participation from 7th to 12th grade: Implications for adolescent adjustment*. In A. E. Vest (Chair), The importance of changes in youth activity participation for adjustment: A closer look at breadth, intensity, and engagement. Symposium presented at the biennial meeting of the Society of Research on Adolescence, Philadelphia, PA.
- Becnel, J. N., & **Simpkins**, S. D. (2009). *Children's time after school: Is there change and consistency in elementary school?* In A. D. Mata (Chair), What children do for fun: Children's time use trajectories. Symposium presented at the biennial meeting of the Society of Research on Child Development, Denver, CO.
- † Camacho, D., Delgado, M. Y., & **Simpkins**, S. D. (2009). *Why don't Mexican American adolescents participate in after-school activities? A qualitative analysis on the importance of context*. Poster presented at the biennial meeting of the Society of Research on Child Development, Denver, CO.
- Dawes, N. P., Vest, A. E., & **Simpkins**, S. D. (2009). *Examining reciprocal relationships between children's motivational beliefs and their participation in sports and music*. Poster presented at the biennial meeting of the Society of Research on Child Development, Denver, CO.
- O'Donnell, M., & **Simpkins**, S. D. (2009). *Parenting stress and parental control as predictors of adolescent health outcomes*. Poster presented at the biennial meeting of the Society of Research on Child Development, Denver, CO.
- Simpkins**, S. D., Eccles, J. S., & Fredricks, J. A. (2009). *Tracing the links between parents' beliefs in elementary school and adolescents' choices in high school*. In C. Buchanan (Chair), Mechanisms of self-fulfilling prophecies during adolescence. Symposium presented at the biennial meeting of the Society of Research on Child Development, Denver, CO.
- Simpkins**, S. D., O'Donnell, M., Becnel, J. N., & Delgado, M. Y. (2009). *Latino adolescents' participation in extracurricular activities: Differences among and within Latino ethnic groups*. In A. Bohnert (Chair), The role of diversity in organized activity participation. Symposium presented at the biennial meeting of the Society of Research on Child Development, Denver, CO.
- † Vest, A. E., Dawes, N. P., **Simpkins**, S. D., & Neuman, K. I. (2009). *Fostering children's motivation in sports and music: The role of adolescent sex and parents' behavior*. Poster presented at the biennial meeting of the Society of Research on Child Development, Denver, CO.
- Vest, A. E., **Simpkins**, S. D., & Zarrett, N. (2009). *Changes in adolescents' participation in organized activities: Implications of race, gender and activity type*. In A. D. Mata (Chair), What children do for fun: Children's time use trajectories. Symposium presented at the biennial meeting of the Society of Research on Child Development, Denver, CO.
- Becnel, J. N., & **Simpkins**, S. D. (2008). *The predictors and correlates of organized sport and music participation from childhood to adolescence*. Poster presented at the biennial meeting of the Society for Research on Adolescence, Chicago, IL.
- Simpkins**, S. D., & Eccles, J. S. (2007). *Setting the stage for adolescents: The implications of*

- elementary school children's organized activity participation duration. In L. M. Malone (Chair), *Learning outside of elementary school: A longitudinal look at extracurricular participation and achievement*. Symposium presented at the biennial meeting of the Society for Research on Child Development, Boston, MA.
- Simpkins, S. D., & Eccles, J. S.** (2007). Does adolescents' activity participation matter 3 years later? Implications of specificity and breadth in activities. In J. Roth (Chair), *Do peer and school processes mediate the relation between adolescents' participation in organized activities and development?* Symposium presented at the biennial meeting of the Society for Research on Child Development, Boston, MA.
- Slutzky, C. B., & Simpkins, S. D.* (2007). *Parental socialization influences on children's sports involvement*. Poster presented at the biennial meeting of the Society for Research on Child Development, Boston, MA.
- Simpkins, S. D.** (2006). The role of breadth in activity participation in adolescents' adjustment. In J. L. Roth and D. M. Hansen (Chairs), *Adolescents' organized activity participation patterns: Differing developmental potentials*. Symposium presented at the biennial meeting of the Society for Research on Adolescence, San Francisco, CA.
- Wimer, C. T., & Simpkins, S. D.* (2006). Adolescent out-of-school time participation: Contextual predictors and historical trends. In H. B. Weiss (Chair), *Critical issues in adolescent participation in out-of-school time activities*. Symposium presented at the biennial meeting of the Society for Research on Adolescence, San Francisco, CA.
- Simpkins, S. D.** (2005). Supporting children's development in and out of the classroom. In P. Davis-Kean (Chair), *The changing role of parenting across the life span*. Symposium presented at the biennial meeting of the Society for the Study of Human Development, Asilomar, CA.
- Simpkins, S. D.** (Chair) (2005). *Parent support, coparticipation, and beliefs: Longitudinal relations with adolescents' out-of-school activities and adjustment*. Symposium presented at the biennial meeting for the Society for Research in Child Development. Atlanta, GA.
- Jodl, K., **Simpkins, S. D., & Eccles, J. S.** (2005). Parental influences on early adolescents' expectancies, values and out-of-school participation in academics and sports. In S. D. **Simpkins** (Chair), *Parent support, coparticipation, and beliefs: Longitudinal relations with adolescents' out-of-school activities and adjustment*. Symposium presented at the biennial meeting of the Society for Research on Child Development, Atlanta, GA.
- Dearing, E. C., McCartney, K., Weiss, H. B., Kreider, H., & **Simpkins, S. D.** (2005). *Changes in family educational involvement and children's literacy in low-income families*. Poster presented at the biennial meeting of the Society for Research on Child Development, Atlanta, GA.
- Simpkins, S. D. & Davis-Kean, P. A.** (2004). The role of beliefs and after-school activities in promoting math and science high school courses and college goals. In S. D. **Simpkins** (Chair), *Math and science courses, grades, and career goals: Longitudinal perspectives on the influence of gender and beliefs*. Symposium presented at the biennial meeting of the Society for Research on Adolescence, Baltimore, MD.
- Zarrett, N. & Simpkins, S. D.* (2004). *What are youth doing in their leisure time?: Group differences and stability in participation from middle school through the transition into adulthood*. Poster presented at the biennial meeting of the Society for Research on Adolescence, Baltimore, MD.

- Bartko, W.T., & **Simpkins**, S. D. (2003). *The role of parents in promoting and sustaining children's involvement in after-school activities*. Paper presented at the biannual conference of the Society for Research on Child Development, Tampa, FL.
- Davis-Kean, P. E., & **Simpkins**, S. D. (2003). *Parent-child relationships during middle childhood: Relations to children's behavior*. Paper presented at the biannual conference of the Society for Research on Child Development, Tampa, FL.
- Simpkins**, S. D., Fredricks, J., Davis-Kean, P., & Eccles, J. S. (2003). *Healthy minds, healthy habits: The influence of activity involvement in middle childhood*. Paper presented at the MacArthur Foundation's Conference on Middle Childhood, Washington D.C.
- Simpkins**, S. D., & Bartko, W. T. (2002). *Parental socialization of children's information-technology activities*. Paper presented at the annual conference of The International Society for the Study of Behavioral Development, Ottawa, Canada.
- Simpkins**, S. D. (2001). *Children's formal after-school activities and peer relationships*. Poster presented at the biannual conference of the Society for Research on Child Development, Minneapolis, MN.
- Simpkins**, S. D., O'Neil, R., Lee, J., Wang, S., & Parke, R. D. (2001). *Parents' and children's social networks: Mediation links and relations with social competence*. Poster presented at the biannual conference of the Society for Research on Child Development, Minneapolis, MN.
- Furr, R. M., & **Simpkins**, S. D. (1999). *A reanalysis of sociometric data using the social relations model*. Poster presented at the Annual Conference of the Western Psychological Association, Irvine, CA.
- Simpkins**, S. D., & Flyr, M. (1999). *A social relations analysis of children's interactions with a friend and unacquainted peer across two years*. Poster presented at the Society for Research on Child Development, Albuquerque, NM.
- Simpkins**, S. D., Furr, R. M., & Parke, R. D. (1999). *Comparing sociometric analyses: Social relations model and typical methodologies*. Poster presented at the Annual Conference of the American Psychological Association, Boston, MA.
- Simpkins**, S. D., & McDowell, D. (1999). *Concurrent and predictive relations between children's friendship quality and loneliness*. Poster presented at the Annual Conference of the Western Psychological Association, Irvine, CA.
- Simpkins**, S. D., & Parke, R. D. (1999). *Maternal monitoring and rules as correlates of children's friendships, loneliness, and depression*. Poster presented at the Annual Conference of the American Psychological Association, Boston, MA.
- Simpkins**, S. D., Flyr, M., & Wild, M. (1998). *Observation, perception, and stability of children's friendship*. Poster presented at the Annual Conference of the American Psychological Association, San Francisco, CA.
- Simpkins**, S. D., & Parke, R. D. (1998). *The impact of parental friendships on children's friendships and social interactions with an unacquainted peer*. Poster presented at the Annual Conference of the American Psychological Association, San Francisco, CA.
- Flyr, M., & **Simpkins**, S. D. (1997). *The influence of parental advice giving on children's friendship*. Poster presented at The Society of Research in Child Development, Washington D.C.
- Welsh, M., & **Simpkins**, S. D. (1997). *Early social competence and behavioral characteristics as successful predictors of later academic competence*. Poster presented at The Society of

Research in Child Development, Washington D.C.

Invited Presentations

- Price, C., & **Simpkins**, S. D. (2013). *What predicts science class enrollment for underrepresented youth? A look at science motivation and family support*. Paper presented at The Arizona Science Teachers Association State Conference, Glendale, Arizona.
- Simpkins**, S. D. (2012). *The role of families in motivating Latino youth to pursue science in high school*. Poster presented at The 18th Annual Exhibition and Reception of the Coalition for National Science Funding, Rayburn House Office Building, Washington, D.C.
- Simpkins**, S. D. (2011). *Summary of the recommendations to promote girls in STEM*. Paper presented at Delaware State University.
- Simpkins**, S. D. (2011). *Bolstering students' pursuit of STEM through families and motivational beliefs*. Paper presented at The Arizona Science Teachers Association State Conference, Mesa, Arizona.
- Fabes, R., Hanish, L., Martin, C., & **Simpkins**, S. D. (2010). *A workshop on the current developmental trends in peer research*. Paper presented at University of Rome, Rome, Italy.
- Simpkins**, S. D. (2010). *The predictors of Mexican-origin adolescents' participation in organized activities in the United States*. Paper presented at University of Rome, Rome, Italy.
- Simpkins**, S. D. (2009). *Interviewing children*. Paper presented at William T. Grant Foundation meeting on mixed-methods research, Washington, D.C.
- Simpkins**, S. D. (2009). *The determinants of Mexican-origin adolescents' participation in organized activities: The role of culture, settings and the individual*. Paper presented at The University of Illinois, Urbana-Champaign, IL.
- Simpkins**, S. D., & Delgado, M. Y. (2009). *Measuring afterschool settings that include ethnic minority youth*. Paper presented at William T. Grant Foundation meeting on school and after-school research, Chicago, IL.
- Simpkins**, S. D. (2006). *Gender differences and similarities in children's out-of-school activity participation*. Paper presented at Gender Development Research Conference, San Francisco, CA.
- Simpkins**, S. D. (2004). *How much participation in out-of-school activities is enough? Issues of measurement and links to outcomes*. Paper presented at The National School-Age Care Alliance, Tampa, FL.
- Simpkins**, S. D. (2004). *Discussion of measurement and issues concerning children's participation in out-of-school activities*. Research discussed in an audio conference organized for the Forum for Youth Investment (www.forumforyouthinvestment.org).
- Simpkins**, S. D. (2004). *How much participation in out-of-school activities is enough? Issues of measurement and links to outcomes*. Paper presented at the Nellie Mae Foundation, Boston, MA.

II. INSTRUCTION

A. Courses Taught

Notes: *Undergraduate course

†Graduate course

Academic Year	Semester	Course	Title	Credits	Course Enrollment
2004-2005	Spring	FAS 431*	Parent-Adolescent Relationships	3	90
2005-2006	Fall	FAS 431*	Parent-Adolescent Relationships	3	45
	Fall	FAS 431*	Parent-Adolescent Relationships	3	45
2006-2007	Fall	FAS 431*	Parent-Adolescent Relationships	3	45
	Fall	FAS 431*	Parent-Adolescent Relationships	3	45
	Spring	FAS 431*	Parent-Adolescent Relationships	3	90
	Spring	FAS 500†	Research Methods	4	11
2008-2009	Fall	FAS 361/ SOC 391*	Research Methods	3	30
2009-2010	Fall	FAS 361/ SOC 391*	Research Methods	3	35
	Fall	FAS 500 / SOC 500†	Research Methods	3	16
2010-2011	Fall	FAS 361/ SOC 391*	Research Methods	3	21
	Fall	FAS 361/ SOC 391*	Research Methods	3	33
2011-2012	Fall	FAS 361/ SOC 391*	Research Methods	3	37
	Spring	FAS 500†	Research Methods	3	5
2012-2013	Fall	FAS 361/ SOC 391*	Research Methods	3	35
	Spring	FAS 500†	Research Methods	3	5
2013-2014	Fall	FAS 591†	Mixed-Methods	3	4

B. Postdoctoral Fellow Mentoring

Academic years	Fellows	Current Position
2014-2016	Alex Lin	
2008-2010	Nickki Pearce Dawes	Assistant Professor at University of Massachusetts, Boston
	Melissa Delgado	Assistant Professor at Texas State University, San Marcos

Awards and Invited Positions for Postdoctoral Fellows in the Simpkins' Research Group

Nickki Dawes, Selected attendee, Child Intervention, Prevention and Services Mental Health Research (CHIPS) Career Development Institute, Tempe, AZ, 2009

Nickki Dawes, Selected attendee, NICHD Summer Institute for Applied Research in Child and Adolescent Development, Potomac, MD, 2009.

Melissa Delgado, Invited fellow, National Summer Institute: Promoting Excellence in the Academy, University of Denver, Denver, CO, 2009.

Melissa Delgado, SRCD Frances Degen Horowitz Millennium Junior Mentor Award, Society for Research in Child Development, Denver, CO, 2009.

Melissa Delgado, invited panelist, Young Scholars Program at the biennial meeting of the Society for Research on Adolescence, Philadelphia, PA, 2010.

C. Graduate Student Mentoring*Graduate Student Committees*

Notes: †student in the Sociology program

*student in Psychology

(all other students are in the Family and Human Development program)

My Committee Role	Student	Date Defended/Passed
Dissertation chair	Andrea Vest	August 2014
Dissertation co-chair	Jennifer Becnel	December 2012
Dissertation member	Tiffani Kisler	May 2006
	Tucker Brown†	May 2007
	Mary Anders	October 2007
	Amanda White	August 2008
	Sarah Killoren	November 2008
	Littisha Scott†	April 2009
	Carly Slutzky	November 2011
Comprehensive exam chair		

My Committee Role	Student	Date Defended/Passed
	Andrea Vest	June 2012
	Chara Price	December 2013
Comprehensive exam co-chair	Jennifer Becnel	April 2009
Comprehensive exam member	Amanda White	November 2005
	Mary Anders	December 2005
	Sarah Killoren	February 2007
	John Pugliese*	June 2007
	Carly Slutzky	October 2008
	Diamond Bravo	In progress
Thesis chair	Melissa Lewis	May 2007
	Andrea Vest	March 2011
	Chara Price	August 2012
	Erin Gaskin	In progress
Thesis member	Phillip Briggs	July 2007
	Emily Cansler	September 2007
	Jodi Swanson	August 2008
	Mindy Backen	September 2008
	Ben Vandermeer†	November 2010
	Priscilla Goble	November 2010
	Larissa Gaias	In progress

Awards for Graduate Students in the Simpkins' Research Group

Megan O'Donnell, Recipient of the School of Social and Family Dynamics and the Challenged Child Project's Intensive Summer Interdisciplinary Experience Graduate Fellowship, summer 2009.

Chara Price, Recipient of the School of Social and Family Dynamics and the Challenged Child Project's Intensive Summer Interdisciplinary Experience Graduate Fellowship, summer 2011.

Andrea Vest, Recipient of the School of Social and Family Dynamics and the Challenged Child Project's Intensive Summer Interdisciplinary Experience Graduate Fellowship, summer 2011.

Krista Puruhito, Recipient of research money to conduct the project entitled Validation of a Revised Measure of Motivation from the ASU Graduate & Professional Student Association, Fall 2012.

D. Undergraduate Student Mentoring

Undergraduate Honor's Thesis

My Committee Role	Student	Date Defended
Thesis chair	Jessica Lipsitt	October 2008
	Alexandra Gastelum	April 2014
Thesis member	Maylin Davis	December 2005
	Jacquelynne Webster	April 2008
	Erin Beilstein-Wedel	April 2009

Supervised Undergraduate Research

Supervised over 100 undergraduate students at ASU who have worked in my research group.

Notes: †student in or accepted to a doctoral program or other advanced program

*student in or accepted to a Masters program

Academic year	Students
2005-2006	Katie Neuman, Elizabeth Cole, Raven Northrup
2006-2007	Amanda Donohue*, Jessica Lipsitt*, LaTrechia Morris, Jacque Webster, Ariann Kirkwood, Katie Neuman, Jen Masiello, Bret Hock, Krista Anderson, Rachel Indieke
2007-2008	Daisy Camacho†, Alex Quach*, Amanda Donohue*, Jessica Lipsitt*, Tallona Twiggs, Laura Mills, Jennifer Johansen, Gina Henrich, Lauren Drake
2008-2009	Erin Beilstein-Wedel†, Alex Quach*, Charlotte Slocum*, Jennifer Johansen, Donalita Bitsinnie, Gina Henrich, Caris Brookbank, Stephanie Breitenbach, Jessica Lamar, Vicky Pringles, Eva De Luna, Rachelle Eaton, Danielle Hull, Marissa Beath, Staci Lopes, Toni Metzler, Amanda Goldstein, Anica Kodzoman
2009-2010	Charlotte Slocum*, Toni Metzler, Nina Deppen, Eva De Luna, Allison Chudy, Marissa Beath, Megan Regalado, Anastasia Cruz, Cadie Huebsch, Chelsea Ishikawa, David Rodriguez, Elizabeth Starbuck, Erin Corwin, Laura Keller, Loren Slusarczyk
2010-2011	Jamie Bennet, Cerrissa Bryant, Jessica Greco, Cara Golbourne, Lori Hermosillo, Laura Keller, Allison Lombardi, Amanda Maloy, AJ Medici, Markus Neustaedter, David Rodriguez, Santana Rougemont, Elizabeth Starbuck, Sheree Taraba
2011-2012	Kate Barraclough, Jose Barragan, Sandra Caudillo, Tiffany Clay, Mario Fernandez, Jose Garcia, Krystal Garcia, Fabian Gomez*, Erika Hidalgo, Elizabeth Hulen, Christina Jones, Allison Lombardi, Jacinda Long, Cosme Madrid, AJ Medici, Elizabeth Mills, Jessica O'Campo, Joanna Resh, David Samora, Marisol Sanchez, Amy Whitley, Marta Zienkiewicz
2012-2013	Cosme Madrid*, Mariah Bohn, Kat Borchardt, Kyla Chang, Adrianna DeFranco, Jorge Franco, Jose Garcia, Krystal Garcia, Alexandra Gastelum,

Academic year	Students
	Fabian Gomez*, Nathaly Hernandez, Allison Lombardi, Jessica O'Campo, Annelise Pesch, Marisol Sanchez, Alex Bruner†, Audrey Richardson, Erin Schmal, Maria Lagunas, Monica Moratto, Morgan Reyes
2013-2014	Mariah Bohn, Jorge Franco, Alexandra Gastelum, Fabian Gomez*, Annelise Pesch, Alex Bruner†, Audrey Richardson, Erin Schmal, Karina Cahill, Maria Lagunas, Monica Moratto, Morgan Reyes, Chris Carroll, Kathleen Stefanik, Brady Stanton, April Hicks, Laura Gaona, Shireen Nouri†, Haley Steward
2014-2015	Brady Stanton, Fabian Gomez*, Annelise Pesch, Karina Cahill, Maria Lagunas, Erin Kloberdanz, Lauren Sherwin, Lourdes Guillen, Maggie Wiese

Supervised Undergraduate Teaching Assistants

Supervised 10 undergraduate students at ASU as teaching assistants. Students assisted with undergraduate courses on Parent-Adolescent Relationships and Research Methods.

Academic year	Students
2007-2008	Jessica Mapes*
2008-2009	Jessica Lipsitt*, Alex Quach*
2009-2010	Chelsea Ishikawa, Sheree Taraba
2010-2011	Kate Barraclough
2011-2012	Claire Viater
2012-2013	Cosme Madrid, Krystal Garcia

Awards for Undergraduate Students in the Simpkins' Research Group

Lauren Drake, Recipient of a School of Social and Family Dynamics scholarship, 2008.

III. SERVICE

A. Departmental and University Service

2014-2015	Member, Faculty search committee, Sanford School
2012-2013	Chair, Faculty search committee, Sanford School
2006 – present	Graduate Committee Member, Sanford School
2010	Graduate Student Initiative Funding Selection Committee Member, School of Social and Family Dynamics
Summer 2008	Mentor for Summer Research Experience for Underrepresented Undergraduates, School of Social and Family Dynamics
2008	CLAS Undergraduate Research Scholarship in the Social Sciences Faculty Selection Committee Member, College of Liberal Arts and Sciences
2005 – 2006	Graduate Committee Member, Department of Family and Human Development

B. Professional Service

2014-2015	Convention program chair for the Developmental Division of the American Psychological Association annual convention
2013-2014	Convention program co-chair for the Developmental Division of the American Psychological Association annual convention
2014	Selection Committee Member for the Developmental Division of the American Psychological Association Early Career Research Grant Program
2014-2015	Editorial Board Member, Adolescent Research Review
2012-2015	Editorial Board Member, Developmental Psychology
2012-2015	Editorial Board Member, Journal of Applied Developmental Science
2012-2015	Editorial Board Member, Journal of Youth and Adolescence
2013-2014	Conference Proposal Reviewer, the Developmental Division of American Psychological Association
2008, 2010, 2014	Conference Proposal Reviewer, Society for Research on Child Development In 2010 & 2014, I mentored my graduate student on the process. We completed the reviews together.
2010	Mentor, Young Scholars Program, Society for Research on Adolescence
2007, 2009	Conference Proposal Reviewer, Society for Research on Adolescence In 2009, I mentored my postdoctoral student on the process. We completed the reviews together.
2006-2007	Member of the Workgroup on Encouraging Girls and Women in Science and Math, U.S. Department of Education Institute of Education Sciences
2002 – 2003	Member of the planning committee, MacArthur Conference on Middle Childhood in Washington D.C.
2000	Organizer of the Early Results Meeting on research utilizing PSID-CDS data, Institute for Social Research, University of Michigan

Grant Reviewer Panel Member

National Science Foundation, Advancing Informal STEM Learning panel, 2014

External Grant Reviewer

William T. Grant Foundation

Ad Hoc Journal Reviewer

American Journal of Community Psychology, American Journal of Orthopsychiatry, Applied Developmental Science, British Journal of Developmental Psychology, Child Development, Child Development Perspectives, Developmental Psychology, Journal of Adolescence, Journal of Adolescent Health, Journal of Applied Developmental Psychology, Journal of Community Psychology, Journal of Early Adolescence, Journal of Family Psychology, Journal of Research on Adolescence, Journal of Youth and Adolescence, Merrill Palmer Quarterly, Parenting: Science & Practice, Pediatrics, Sex Roles, Social Sciences Research

Professional Memberships

Society of Research in Child Development, 1995 – present.
 Society for Research on Adolescence, 2000 – present.
 American Psychological Association, 1995 – 2005, 2014.
 American Psychological Society, 1995 – 2005.

C. Community Service

National Service

- 2012 The role of families in motivating Latino youth to pursue science in high school. Poster presented at The 18th Annual Exhibition and Reception of the Coalition for National Science Funding, Rayburn House Office Building, Washington, D.C.
- 2011 Presenter at Delaware State University. Provided a summary of the 2005 recommendation guide I co-authored on how to promote girls in STEM.
- 2010 Consultant, Forum for Youth Investment. Provided advice on a document discussing how to mentor young scholars. The Forum for Youth Investment is an organization in Washington DC whose goal is to impact social policy with existing research.
- 2008 Consultant, Girl Scouts of America. Provided advice on how to increase parent involvement in the Girl Scouts of America.
- 2008 Panel Member, Up to Us. Provided expert advice on recruiting and retaining youth in their national after-school sport programs.

Local and State-Level Service

- 2014 Member of the Committee on Measuring Program Quality for the Arizona Center on After School Excellence
- 2013 Presenter at The Arizona Science Teachers Association State Conference, Glendale, Arizona. The talk was entitled: What predicts science class enrollment for underrepresented youth? A look at science motivation and family support.

- 2013 Participant, science night at Coronado High School.
- 2013-2014 Judge, a science fair at Chandler High School.
- 2011 Presenter at The Arizona Science Teachers Association State Conference, Mesa, Arizona. The talk was entitled: Bolstering students' pursuit of STEM through families and motivational beliefs.
- 2009 Presenter, Cartwright School District Cinco de Mayo Family Fair, Phoenix, AZ. Talked with Latino families about local after-school activities and their benefits.
- 2008-2009 Presenter, Cartwright School District Health Fair, Phoenix, AZ. Talked with Latino families about local after-school activities and their benefits.

IV. PROFESSIONAL DEVELOPMENT

- Jan, 2-12, 2008 Attended "ASU Institute for Qualitative and Multi-Method Research." A conference sponsored by The Institute for Qualitative Research, Arizona State University, Tempe, AZ.
- Fall 2007 Audited "COM609: Advanced Qualitative Methods". A graduate communications course in qualitative methods. Arizona State University, Tempe, Az.
- June 20-21, 2006 Attended "Dyadic Data Analysis". A conference sponsored by The National Science Foundation, Kansas University, Lawrence, KS.
- June 5-9, 2006 Attended "Advanced Training Institute in Using Large-Scale Databases: the NICHD's Study of Early Child Care". A workshop sponsored by the American Psychological Association, University of North Carolina, Chapel Hill, NC.
- fall 2005 Attended "Rookie Camp: On Good Practice in University Teaching". Sponsored by the University Program for Faculty Development, Arizona State University, Tempe, AZ.
- May 23 – 25, 2005 Attended "LISREL". Workshop on structural equation modeling and LISREL taught by Karl Joreskog and Ken Bollen. Sponsored by Scientific Software International, Chicago, IL.
- summer 1999 Attended "Analysis of Dyadic Data". 5-day workshop on analyzing dyadic data taught by Richard Gonzalez. Sponsored by the Inter-University Consortium for Political and Social Research at the University of Michigan, Ann Arbor, MI.
- summer 1998 Fellow at "Putting Children First." A summer fellowship program in child and family policy. Columbia University, New York, NY.

R. Bradley Snyder

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Education

Ed.M., Harvard University, Human Development Psychology
M.P.A., New York University, Public Policy
B.A., Arizona State University, Philosophy

Work Experience

2014-present Associate Professor of Practice, T. Denny Sanford School of Social and Family Dynamics, Arizona State University. Serve as Executive Director of the newly formed Dion Initiative for Child Well-Being and Bullying Prevention.

2000-present President. New Amsterdam Consulting, Inc. New Amsterdam Consulting is a boutique research and consulting firm specializing in children, youth and families. For clients such as Cartoon Network, Marvel Comics, Discovery Kids and the US Justice Department's Office of Juvenile Justice and Delinquency Prevention, manage a full staff and teams of contractors to conduct large-scale quantitative evaluations; execute informative focus groups, interviews and other qualitative studies; develop and test the usability of Internets, Intranets, management information systems and emerging technologies; and consult on strategy, content, design, and execution.

1999-2000 Director. Media & Entertainment Strategies, Inc. With clients such as Disney and Time Warner, Media & Entertainment Strategies is a leading market research company specializing in online, print, television and motion picture media. Designed and executed national and international market research projects; consulted on the content, layout and navigation of Web sites; fostered relationships with clients and assisted interactive agencies in winning new business. Specialized in business-to-business e-commerce, financial Web sites, international Web site research and general Web site usability.

1996-1999 Senior Analyst. Abt Associates Inc. Within Abt Associates, one of the nation's leading research firms, the Law and Public Policy Division provides research and technical assistance to governments and public and private agencies in the areas of substance abuse, detention and correction, and crime. Designed and executed large-scale evaluations; managed more than \$1.2M in budgets and a team of staff and contractors; interacted with clients and stakeholders; coordinated and participated in advisory boards; disseminated findings. Specialized in juvenile justice, treatment and prevention services for at-risk youth, performance standards, and technological solutions to public management problems.

1996 Consultant. Harvard School of Public Health. Violence Prevention Programs, a division of the Harvard School of Public Health, seeks to make neighborhoods safer by developing and disseminating violence prevention curricula, providing training and technical assistance to community based organizations, and educating the larger social service system. Advised on the use of CD ROM technology as it relates to the organization's goals; designed an approach for automating a violence prevention curriculum; drafted a model grant proposal.

1995-1996 Mental Health Counselor. Urban Youth Connection. Urban Youth Connection, a collaboration between Brookside Health Center and Harvard University, provides in-school crisis intervention and long-term counseling to middle and high school youth in Jamaica Plain, Massachusetts. Conducted intake and needs assessments; prepared for and held individual, pair and group therapy sessions; coordinated appropriate social services; planned and conducted in-class seminars; maintained detailed case files on clients and their progress.

1995 Program Associate. United Neighborhood Houses of New York, Inc. United Neighborhood Houses, the umbrella agency for 37 settlement houses, provides a range of innovative and comprehensive community services in all areas of New York. Served on the Settlement House Community Building Committee; assisted Director in planning, administering and evaluating the Settlement Human Resource Development Project; coordinated annual Town Meeting for the Settlement House Task Force Against Racism; conducted longitudinal studies of various settlement house initiatives.

1994-1995 Consultant. Fund for the City of New York. Fund for the City of New York provides training and technical assistance to a variety of social service agencies in New York City. Designed and conducted a comprehensive evaluation of relationships between New York City Beacon Schools and the New York Police Department.

1994 AmeriCorps Coordinator. United Neighborhood Houses of New York, Inc. United Neighborhood Houses' AmeriCorps Summer of Safety Project operated in 11 settlement houses in the most challenging neighborhoods of New York City and engaged 196 youth, ages 10-17, in service learning projects, including intergenerational activities, crime prevention, neighborhood clean-up, and community gardening. Managed \$146K budget, reported to federal funding agency; supervised 11 Youth Directors and their programs; worked with evaluators to document program impacts on participants and communities; organized retreat and rally; wrote extensively and edited the SOS newsletter; worked with publicist to achieve 12 major media placements, including local television, New York Times and New York Post coverage.

1994 Research Intern. New York City Department of Correction. The Department of Correction's Alternatives to Incarceration (ATI) division operates "boot camp" prison programs, work release, and other non-traditional corrections initiatives. Researched and designed alternatives to incarceration programs for adult and adolescent offenders; designed and conducted an evaluation of the New York City "High Impact Incarceration Program"; co-produced program manual, which included program description and policies; co-produced ATI division newsletter.

1993 Family and Youth Program Specialist. U.S. Department of Health and Human Services. The Family and Youth Services Bureau falls within HHS's Administration for Children and Families and administers all federal funds for homeless and runaway youth programs and gang prevention programs. Reviewed and administered grants for runaway and homeless youth shelters, transitional living programs, and drug abuse prevention programs.

1989-1993 Jr. High Youth Group Coordinator. St. Maria Goretti Catholic Church. St. Maria Goretti operates a variety of community service programs for adolescents, young adults, and families, regardless of religious affiliation. Managed a \$40K annual program budget; supervised more than 20 volunteers and one paid staff member; developed curriculum and planned diverse class activities; produced weekly program newsletter; supervised weekly programs for 100 junior high students; coordinated retreats and other special activities.

1990-1992 Founder and Developer. HomeBase Youth Services, Inc. HomeBase Youth Services was founded to remedy Phoenix, Arizona's severe lack of emergency shelter for homeless and runaway youth. Wrote needs assessment for community distribution; fostered community support through education, outreach and media relations; helped incorporate the organization; conducted fundraising.

Select Publications

R. Bradley Snyder and Marc Engelsgjerd. (2014). *What Every Child Needs To Know About Punk Rock*. Scottsdale, AZ: Need To Know Publishing.

R. Bradley Snyder and Marc Engelsgjerd. (2014). *What Every Child Needs To Know About The Economy*. Scottsdale, AZ: Need To Know Publishing.

R. Bradley Snyder and Marc Engelsgjerd. (2014). *What Every Child Needs To Know About Pizza*. Scottsdale, AZ: Need To Know Publishing.

R. Bradley Snyder, Marc Engelsgjerd and Robert Kempe. (2014). *What Every Child Needs To Know About Elvis Presley*. Scottsdale, AZ: Need To Know Publishing.

R. Bradley Snyder and Marc Engelsgjerd. (2014). *What Every Child Needs To Know About Cancer*. Scottsdale, AZ: Need To Know Publishing.

R. Bradley Snyder and Marc Engelsgjerd. (2014). *What Every Child Needs To Know About Coffee*. Scottsdale, AZ: Need To Know Publishing.

R. Bradley Snyder. (2012). *The 5 Simple Truths of Raising Kids*. New York, NY: Demos Health.

Aaron Kupchik and Brad Snyder. (2009). The Impact of Juvenile Inmates' Perceptions and Facility Characteristics on Disorder in Juvenile Correctional Facilities. *The Prison Journal*, 89(3), 265-285.

Dale Parent, Brad Snyder and Bonnie Blaisdell. Boot Camps' Impact on Confinement Bed Space Requirements. Washington, DC: U.S. Department of Justice, August 1999.

Dale Parent and Brad Snyder. Police-Corrections Partnerships. Washington, DC: Office of Juvenile and Justice and Delinquency Prevention, March 1999.

Dale Parent and Brad Snyder. Crowding in Juvenile Confinement Facilities: An Update of the Conditions of Confinement Study. A report for the Office of Juvenile and Justice and Delinquency Prevention. Cambridge, MA: Abt Associates, Inc., 1999.

Dale Parent and Brad Snyder. Education in Juvenile Confinement Facilities. A report for the Office of Juvenile and Justice and Delinquency Prevention. Cambridge, MA: Abt Associates, Inc., 1999.

Dale Parent and Brad Snyder. Trends in Juvenile Detention: An Update of the Conditions of Confinement Study. A report for the Office of Juvenile and Justice and Delinquency Prevention. Cambridge, MA: Abt Associates, Inc., 1999.

Douglas McDonald, Brad Snyder and Jill Kateman. Contracting for Private Detention Services: The Costs of Private Government Detention Facilities. Cambridge, MA: Abt Associates Inc., 1997.

Select Presentations

“Raising Heroes.” Keynote address presented by invitation at Arizona Friends of Foster Children Foundation’s Anniversary Gala, Phoenix, AZ, March 2014.

“The 5 Simple Truths of Raising Kids.” Presented by invitation to the Paradise Valley United Parent Council, Phoenix, AZ, February 2014.

“Bullying.” Presented by invitation to the staff at All Saints’ Episcopal Day School, Phoenix, AZ, January 2014.

“Bullying.” Presented by invitation to the parents at All Saints’ Episcopal Day School, Phoenix, AZ, November 2013.

“The 5 Simple Truths of Raising Kids.” Presented by invitation at the Arizona Family Council’s Families Fighting Pornography conference, Gilbert, AZ, November 2013.

“From Sexting to the Cinnamon Challenge: Eliminating Parental Fears to Create a Better Workplace.” Keynote address presented by invitation at Working Mother Media’s Network and Affinity Leadership Congress, Chicago, IL, September 2013.

“The 5 Simple Truths of Raising Kids.” Presented by invitation at PetSmart’s Women’s Forum, Phoenix, AZ, August 2013.

“Bullying.” Presented by invitation at the International School of Arizona, Scottsdale, AZ, April, 2013.

“Bullying.” Presented by invitation at TERROS and CPLC’s Savorlife Dinner to benefit Aunt Rita’s Foundation, Phoenix, AZ, April, 2013.

“School Safety.” Presented by invitation at the Flagstaff Unified School District’s Public Meeting on School Safety, Flagstaff, AZ, February 2013.

“Bullying.” Presented by invitation to the African American Advisory Group of the Arizona Department of Education, Phoenix, AZ, February 2013.

“Bullying.” Presented by invitation at the 11th Annual African American Legislative Leadership Conference, Phoenix, AZ, February 2013.

“The 5 Simple Truths of Raising Kids.” Presented by invitation at Working Mother Media’s annual Work Life Congress, New York, NY, October 2012.

“Bullying.” Presented by invitation at Virginia G. Piper Charitable Trust’s Back to School Event, Phoenix, AZ, May 2012.

“Marketing to Kids.” Presented by invitation at the Collaborative Summer Library Program annual convention, Scottsdale, AZ, April 2011

“I’ve Been Talking to Your Kids... About Bullying.” Presented by invitation at the International School of Arizona, Scottsdale, AZ, December 2010.

“I’ve Been Talking to Your Kids.” Presented by invitation at Our Lady of Perpetual Help Catholic School, Scottsdale, AZ, February 2010.

“Old Brains in New Worlds: Teens and Tweens in Virtual Social Networks.” Presented by invitation at Arizona Teens Services Summit, Phoenix, AZ, April 2009

“Playground: 8 to 12 Year-Old Boys in Social Settings.” Presented by invitation at Cartoon Network’s XwhY Immersion Day, Atlanta, GA, February 2009.

“I’ve Been Talking to Your Kids.” Presented by invitation at St. Patrick’s Catholic Church, Scottsdale, AZ, November 2008.

“Conducting Focus Groups.” Presented by invitation at Arizona State University, Tempe, AZ, March 2003, February 2004, April 2004, February 2005, October 2006, October 2007 and February 2008.

“Talking to Tweens and Teens.” Presented by invitation to Cartoon Network’s New Media division, Atlanta, GA, February 2008.

“Contraband, Surveillance Artifact and Measuring Misbehavior in Juvenile Justice Facilities.” Presented at the American Society of Criminology’s Annual Meeting, Atlanta, GA, November 2007.

“Continuous Improvement Programs for Juvenile Facilities.” Presented at the 34th National Conference on Juvenile Justice, San Diego, CA, March 2007.

“The Impact of Juvenile Inmates’ Perceptions and Facility Characteristics on Disorder in Juvenile Correction Facilities: Analyzing Data from the Performance-based Standards for Juvenile Correction and Detention Facilities Project.” Presented at the American Society of Criminology’s Annual Meeting, Los Angeles, CA, November 2006.

“Talking to Ten Year-Olds.” Presented by invitation to Cartoon Network’s New Media division, Atlanta, GA, October 2006.

“Using Research to Improve Safety in Youth Correctional Facilities.” Presented at National Institute of Justice’s Annual Conference on Criminal Justice Research and Evaluation, Washington, DC, July 2005.

Consultant (on-screen credit). Fridays TV Series. Cartoon Network. Fall 2003.

“Talking to Ten Year-Olds.” Presented by invitation to Cartoon Network’s Marketing division, Atlanta, GA, August 2003.

“Talking to Ten Year-Olds.” Presented by invitation at Cartoon Network’s annual On-Air retreat, St. Petersburg, FL, June 2003.

“Track VI: Emerging Issues and Innovative Programs - Conditions of Confinement and the Overcrowding of Juvenile Facilities.” Presented at the Office of Juvenile and Justice and Delinquency Prevention’s National Conference, Washington, DC, December 1998.

“Latest Developments in Boot Camp Research.” Presented by invitation at the National Juvenile Detention Association’s Joint Conference on Juvenile Detention and Correctional Services, Omaha, NE, October 1998.

“Police Corrections Partnerships - Presentation of NIJ’s Issues and Practices Report.” Presented by invitation at the U.S. Department of Justice’s National Symposium on Law Enforcement-Corrections Partnerships, Knoxville, TN, April 1998.

“Program Evaluation: Findings and Issues - Boot Camp Evaluation.” Presented at the Office of Juvenile Program’s National Workshop of Assessing the Effectiveness of Corrections Programs, Chicago, IL, February 1998.

"National Community Service Trust Act: How Does It Affect Society's Neediest?" Presented at the University of Southern California's Washington Public Affairs Center, Washington, DC, 1993.

Lecturer, Gang Resistance Seminars, Scottsdale Middle Schools, Scottsdale, AZ, 1993.

Guest Speaker, Adobe Mountain Juvenile Detention Center, Phoenix, AZ, 1993.

"The Workfare Alternative." Presented at Truman Scholars Leadership Week, William Jewel College, Liberty, MO, 1992.

Activities, Honors and Professional Development

Board Member, Eight/KAET/Arizona PBS Community Advisory Board, January 2014 to present.

Senior Policy Advisor, First Lady of Phoenix's Stop Bullying AZ Cabinet, January 2012 to 2014.

Board Vice Chair, A New Leaf, July 2009 to present.

Board Member, Native American Connections, January 2010 to 2014.

Ukulele, "Spouse" Rock Super Group, Phoenix, AZ, 2004 to present.

Board Member, HomeBase Youth Services, June 2008 to 2010.

Board President, MentorE Online Youth Services, February 2002 to 2009.

Volunteer Staff, Valley Leadership's Valley Teen Leadership Academy, July 2008 to 2010

Valedictorian, Valley Leadership's Leadership Institute, Class XXIX, June 2008.

Award Recipient, Phoenix Business Journal's "Forty Under 40," April 2008.

Selection Panelist, Harry S. Truman Scholarship Foundation, March 2006 and March 2007.

Youth Program Volunteer, Our Lady of Perpetual Help Catholic Church (OLPH), September 2002 to May 2006.

Member, Arizona State University's Harry S. Truman Scholarship Nominating Committee, Tempe, AZ, 2004.

Big Brother, Big Brothers Big Sisters of Central Arizona, September 2002 to March 2004.

Dean's Scholar, NYU, Robert F. Wagner Graduate School of Public Service, 1993-1995.

Review Panel Chair, HHS Transitional Living Programs Grant Review, Washington, DC, 1993.

Graduate, Peer Monitoring, Department of Health and Human Services, Boston, MA, 1993.

Graduate, Gang Prevention, Carondelet Management Institute, Tucson, AZ, 1993.

Guest Performer, "Oxymoronz" Improvisational Comedy Troop, Phoenix, AZ, 1993.

Invited Participant, Truman Foundation Summer Institute, Washington, DC, 1993.

Invited Participant, Truman Scholars Leadership Week, Liberty, MO, 1992.

Harry S. Truman Scholarship Recipient from Arizona (awarded nationally, one per state), 1992.

Arizona State University Homecoming King, Tempe, AZ, 1992.

Business Editor/Production Staff, ASU Honors Journal, Tempe, AZ, 1991-1992.

Bass, "Little Black Ducks" Professional Rock & Roll Band, Phoenix, AZ, 1990-1991.

Goalie, Arizona State University Lacrosse Team, Tempe, AZ, 1988-1990.

Tracy L. Spinrad

ADDRESS

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EDUCATION

1997	Ph.D.	The Pennsylvania State University, University Park, PA. Department of Human Development and Family Studies.
1994	M.S.	The Pennsylvania State University, University Park, PA. Department of Human Development and Family Studies.
1991	B.A.	The University of California, Irvine, CA. Social Ecology.

PROFESSIONAL EXPERIENCE

2014- present	Professor , Arizona State University, T. Denny Sanford School of Social and Family Dynamics
2007-2014	Associate Professor , Arizona State University. School of Social and Family Dynamics
2000-2007	Assistant Professor , Arizona State University. Department of Family and Human Development/School of Social and Family Dynamics
1997- 2000	Postdoctoral Research Associate , Arizona State University (Nancy Eisenberg and Richard Fabes, Principal Investigators).

RESEARCH

(Italicized names represent student or postdoctoral student authors)

Refereed Articles

Edwards, A., Eisenberg, N., **Spinrad, T. L.**, Reiser, M., Eggum- Wilkens, N. D., & Liew, J. (in press). Predicting sympathy and prosocial behavior from young children's dispositional

sadness. *Social Development*, doi: 10.1111/sode.12084

- Moed, A., Gershoff, E. T., Eisenberg, N., Hofer, C., Losoya, S., **Spinrad, T. L.**, & Liew, J. (in press). Parent–adolescent conflict as sequences of reciprocal negative emotion: Links with conflict resolution and adolescents’ behavior problems. *Journal of Youth and Adolescence*. doi: 10.1007/s10964-014-0209-5
- Taylor, Z. E., Eisenberg, N., & **Spinrad, T. L.** (2015). Respiratory sinus arrhythmia, effortful control, and parenting as predictors of children’s sympathy across early childhood. *Developmental Psychology*, *51*(1), 17-25. doi: 10.1037/a0038189
- Eisenberg, N., Duckworth, A. L., **Spinrad, T. L.**, & Valiente, C. (2014). Conscientiousness: Origins in childhood? *Developmental Psychology*, *50*(5), 1331-1349. doi: 10.1037/a0030977
- Merz, E. C., Landry, S. H., Williams, J. M., Barnes, M. A., Eisenberg, N., **Spinrad, T. L.**, . . . Clancy-Menchetti, J. (2014). Associations among parental education, home environment quality, effortful control, and preacademic knowledge. *Journal of Applied Developmental Psychology*, *35*(4), 304-315. doi: 10.1016/j.appdev.2014.04.002
- Taylor, Z. E., Sulik, M. J. Eisenberg, N., **Spinrad, T. L.**, Silva, K. M., Lemery-Chalfant, K., Stover, D.A., & Verrelli, B. C. (2014). Development of ego-resiliency during early childhood: An examination of polymorphisms in the serotonin transporter gene and observed parenting. *Social Development*, *23*(3), 433-450.
- Taylor, Z. E., Eisenberg, N., VanSchyndel, S. K., Eggum-Wilkens, N. D., & Spinrad, T. L. (2014). Children’s negative emotions and ego-resiliency: Longitudinal relations with social competence. *Emotion*, *14*(2), 397-406. doi: 10.1037/a0035079.
- Landry, S. H., Zucker, T. A., Taylor, H. B., Swank, P. R., Williams, J. M., Assel, M., Crawford, A. Huang, W., Clancy-Menchetti, J., Lonigan, C. J., Phillips, B. M., Eisenberg, N., **Spinrad, T. L.**, de Villiers, J., de Villiers, P., Barnes, M., Starkey, P., Klein, A. and the School Readiness Consortium (2014). Enhancing early child care quality and learning for toddlers at risk: The responsive early childhood program. *Developmental Psychology*, *50*(2), 526-541. doi: 10.1037/a0033494
- Eisenberg, N., Edwards, A. **Spinrad, T. L.**, Sallquist, J., Eggum, N. D., & Reiser, M. (2013). Are effortful and reactive control unique constructs in young children? *Developmental Psychology*, *49*, 2082-2094.
- Taylor, Z. E., Eisenberg, N., **Spinrad, T. L.**, Eggum, N. D., & Sulik, M. J. (2013). The relations of ego-resiliency and emotion socialization to the development of empathy and prosocial behavior across early childhood. *Emotion*, *13*, 822-831. doi:10.1037/a0032894

- Taylor, Z. E., **Spinrad, T. L.**, VanSchyndel, S. K., Eisenberg, N., Huynh, J., Sulik, M. J., & Granger, D. A. (2013). Sociodemographic risk, parenting, and effortful control: Relations to salivary alpha-amylase and cortisol in early childhood. *Developmental Psychobiology*, *55*, 869-880. doi: 10.1002/dev.21079.
- Valiente, C., Eisenberg, N., **Spinrad, T. L.**, Haugen, R., Thompson, M. S., & Kupfer, A. (2013). Effortful control and impulsivity as concurrent and longitudinal predictors of academic achievement, *The Journal of Early Adolescence*, *33*, 946-972.
- Nozadi, S. S., **Spinrad, T. L.**, Eisenberg, N., Bolnick, R., Eggum-Wilkens, N. D., Smith, C.L., Gaertner, B., Kupfer, A., Sallquist, J. (2013). Prediction of toddlers' expressive language from maternal sensitivity and toddlers' anger expressions: A developmental perspective. *Infant Behavior and Development*, *36*, 650-661.
- Sette, S., **Spinrad, T. L.**, & Baumgartner, E. (2013). Links among Italian preschoolers' social-emotional competence: Teacher-child relationship quality and peer acceptance. *Early Education and Development*, *24*, 851-864.
- Hofer, C., Eisenberg, N., **Spinrad, T. L.**, Morris, A. S., Gershoff, E., Valiente, C., Kupfer, A., & Eggum, N. D. (2013). Mother-Adolescent conflict: Stability, change, and relations with externalizing and internalizing behavior problems. *Social Development*, *22*, 259-279.
- Sulik, M. J., Eisenberg, N., **Spinrad, T. L.**, Silva, K. M., & Kupfer, A. (2013). Respiratory sinus arrhythmia, shyness, and effortful control in preschool-age children. *Biological Psychology*, *92*, 241-248.
- Taylor, Z. E., Eisenberg, N., **Spinrad, T. L.**, & Widaman, K. F. (2013). Longitudinal relations of intrusive parenting and effortful control to ego-resiliency during early childhood. *Child Development*, *84*, 1145-1151.
- Eisenberg, N., Sulik, M.J., **Spinrad, T. L.**, Edwards, A., Eggum, N. D., Liew, J., Sallquist, J., Popp, T. K., Smith, C. L., & Hart, D. (2012). Differential Susceptibility and the early development of aggression: Interactive effects of respiratory sinus arrhythmia and environmental quality. *Developmental Psychology*, *48* (3), 755-768. doi: 10.1037/a0026518 IF:4.784
- Sulik, M. J., Eisenberg, N., Lemery-Chalfant, K., **Spinrad, T. L.**, Silva, K. M., Eggum, N. D. et al., (2012). Interactions between serotonin transporter gene haplotypes and quality of mothers' parenting predict the development of children's noncompliance. *Developmental Psychology*, *48*(3), 740-754. doi:10.1037/a0025938 IF:4.784
- Spinrad, T. L.**, Eisenberg, N., Silva, K. M., Eggum, N. D., Reiser, M., Edwards, A., Iyer, R.,

- Kupfer, A. S., Hofer, C., Smith, C. L., & Gaertner, B. M. (2012). Longitudinal relations among maternal behaviors, effortful control and young children's committed compliance. *Developmental Psychology, 48*(2), 552-566. doi:10.1037/a0025898 IF:4.784
- Eggum, N. D., Eisenberg, N., Reiser, M., **Spinrad, T. L.**, Valiente, C., Sallquist, J. Michalik, N. M., & Liew, J., (2012). Relations over time among children's shyness, emotionality, and internalizing problems. *Social Development, 21*(1), 109-129. doi: 10.1111/j.1467-9507.2011.00618.x. IF = 2.282
- Eggum, N. D., Eisenberg, N., Kao, K., **Spinrad, T. L.**, Bolnick, R., Hofer, C., Kupfer, A. S., & Fabricius, W. V. (2011). Emotion understanding, theory of mind, and prosocial orientation: Relations over time in early childhood. *Journal of Positive Psychology. Special issue: Faith in the Future-Developments in Positive Youth Psychology. 6*(1), 4-16. doi:10.1080/17439760.2010.536776
- Liew, J., Eisenberg, N., **Spinrad, T. L.**, Eggum, N. D., Haugen, R., Kupfer, A., Reiser, M. R., Smith, C. L., Lemery-Chalfant, K., & Baham, M. E. (2011). Physiological regulation and fearfulness as predictors of young children's empathy-related reactions. *Social Development. 20*, 111-134 doi:10.1111/j.1467-9507.2010.00575.x IF = 2.282
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Chapters

Eisenberg, N., & **Spinrad, T. L.** (2014). Multidimensionality of prosocial behavior: Rethinking the conceptualization and development of prosocial behavior. In L. Padilla-Walker & G. Carlo (Eds) *Prosocial development: A multidimensional approach*. (pp. 17-39) Oxford University Press, New York, NY.

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Eisenberg, N., *Hofer, C., Sulik, M. J.*, & **Spinrad, T. L.**, (2013). Self-regulation, effortful control, and their socioemotional correlates. In J. Gross (Ed). *Handbook of Emotion Regulation, 2nd Edition* (pp. 157-172). New York: Guilford Press.

Eisenberg, N., **Spinrad, T. L.**, & Morris, A. (2014). Empathy-related responding in children. In M. Killen & J. G. Smetana (Eds). *Handbook of Moral Development, 2nd Edition* (pp. 184-207). New York: Psychology Press.

Eisenberg, N., **Spinrad, T. L.**, & *Taylor, Z. E.* (2013). Sympathy. In S. van Hooft (Ed). *The Handbook of Virtue Ethics*. U.K; Acumen Publishing

Eisenberg, N., **Spinrad, T. L.**, & Morris, A. S. (2013). Prosocial development. In P. Zelazo (Ed.), *Oxford Handbook of Developmental Psychology*. New York: Oxford University Press.

Spinrad, T. L. & Eisenberg (in press). Empathy and morality: A developmental psychology perspective. In H. Maiborn (Ed). *Empathy and Morality*. Oxford University Press

Spinrad, T. L., & Eisenberg, N. (in press). Empathy, prosocial behavior, and positive development in the schools. In R. Gilman, E. S. Heubner, & M. Furlong (Eds.), *Handbook of positive psychology in the schools, 2nd Edition* Mahwah, New Jersey: Erlbaum.

Spinrad, T. L., Valiente, C., & Eisenberg, N. (2013). Relations of children's socioemotional development to academic outcomes. In T. Shanahan & C. Lonigan (Eds.), *Early Childhood Literacy: The national early literacy panel and beyond*. (pp. 71-93). Brookes Publishing.

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Grants Received

- 2012-2017 NICHD (1 R01 HD068522). The roles of emotion, regulation, and peer context in children's achievement (Carlos Valiente and Nancy Eisenberg, P.Is). Co-Investigator role. Funded at \$1,953,793 for 5 years.
- 2008-2011 NIMH (2R01MH060838). The course of regulation and dysregulation in children. Co-PIs are Nancy Eisenberg and Tracy Spinrad. Funded at 1,535,004 total costs for 3.5 years.
- 2005-2010 NICHD (1 P01 HD048497-01A1) Project 3, School readiness intervention: Socioemotional mediators (Susan Landry, Program Project P.I., Preschool Curricula: Outcomes and Developmental Processes; This project, Principal investigators are Nancy Eisenberg, Tracy Spinrad, & Carlos Valiente (I am 12% paid time). Funded at \$871,820 total direct costs.

- 2004-2005 Fetzter Foundatation. Facial and physiological correlates of compassion. Principal investigators are Nancy Eisenberg, Tracy Spinrad & Carlos Valiente. Funded at \$20,000 total direct costs.
- 2004-2008 NIMH (2 RO1 MH 60838). Emotion, Regulatory processes and social functioning. Principal Investigators are Nancy Eisenberg & Tracy Spinrad (Mark Reiser, Kathryn Lemery, & Kimberly Updegraff play small roles; I am 40% time). Funded at \$1,076,401 total costs for 4 years.
- 2002-2003 Arizona State University, Seed Grant for the Stress Center Initiative. Emotionality and regulation in infants and toddlers: Relations to social and emotional adjustment. Principal Investigators are Tracy Spinrad, Nancy Eisenberg & Mark Reiser. Funded at the level of \$20,000 for one year.
- 2001-2002 Arizona State University, Faculty Grant-in-Aid. Emotionality and regulation in infants and toddlers: Influences of temperament and parental socialization. Principal Investigator is Tracy Spinrad. Funded at the level of \$7,000 for one year.
- 2001-2004 NIMH (1 R01 MH 60838). Emotion, regulation and quality of social functioning. Principal investigators are Nancy Eisenberg, Tracy Spinrad, Richard Fabes & Mark Reiser (I am 25% time). Funded at \$1,100,000 total costs for 4 years.
- 1999-2004 NIDA (DA05227). Substance abuse among children of alcoholics. I am an investigator on this grant. Principal investigators are Laurie Chassin, Nancy Eisenberg, Richard Fabes & Manuel Barrera. Funded at \$2,500,000 total costs for 5 years.

Grants Submitted (Unfunded)

- 2010 NIH. R01. Predictors of Regulation and Adjustment in Children of Mexican Origin. Principal Investigator: Spinrad
*was scored at 27 Percentile.
- 2009 NIH. R21. Emotion Dysregulation, Psychophysiology, and Peer Social Competence in Autism Spectrum Disorder. Co-Principal Investigators: Spinrad and Jahromi

Invited Presentations

- Spinrad, T. L. (2012, December). *Empathy-related responding in young children*. Center for Advanced Studies, University of Munich, Munich, Germany.

Spinrad, T. L. (2011, May). *The socialization of emotion, emotion regulation, and children's social functioning*. Department of Social and Developmental Psychology, University of Rome, Rome, Italy

Spinrad, T. L., (2011, May). *Empathy-related responding in young children*. Department of Social and Developmental Psychology, University of Rome; Orvieto, Italy

Spinrad, T.L., Eisenberg, N., & Silva, K. (2010, October). Longitudinal relations among maternal behaviors, effortful control, impulsivity and young children's committed compliance. Occasional Temperament Conference, Brunswick, ME.

Spinrad, T.L., & Eisenberg, N. (2009, March). *Emotion-related regulation and prosocial behavior*. CCARE Symposium. Stanford, CA.

Eisenberg, N., & Spinrad, T. L. (2006, April). *Emotion-related regulation: Conceptualization and relations to adjustment*. NIMH Emotion Regulation Workshop. Bethesda, MD.

Spinrad, T. L. (2005, October). *Empathy and Fairness Symposium*. Discussant for 3-day symposium on empathy and fairness at the Novartis Foundation; London, England.

Spinrad, T. L. (2005, July). *The role of effortful control in the development of social functioning*. Paper presented at the Department of Human Development and Family Studies, Pennsylvania State University; State College, PA.

Spinrad, T. L. (2004, October). *Prosocial behavior*. Paper presented in a graduate seminar (Child Development), University of California at Irvine, Irvine, CA.

Spinrad, T. L., Valiente, C. & Champion, C. (2004, Feb). *Empathy-related responding: Research methods and relations to prosocial behavior and emotion regulation*. Paper presented at the Compassion Workshop, Institute of Noetic Sciences, Petulama, CA.

Spinrad, T.L., (2001). *What mothers do with their infants and toddlers: Relations to children's social and emotional behaviors*. Paper presented to the Early Intervention Colloquium Series, Arizona State University, Tempe, AZ

Conference Presentations (Refereed)

Spinrad, T. L., (2013, April). *Effortful control, parent-child relationships, and children's outcomes*. Discussant for papers presented at biennial meeting of the Society for Research in Child Development, Seattle, Washington

Zhang, L., Eggum, N., Eisenberg, N. & Spinrad, T. L. (2013, April). *Children's shyness, popularity, and academic achievement in the early school years*. Poster presented at the biennial meeting of the Society for Research in Child Development, Seattle, Washington.

Sulik, M., Eisenberg, N., Spinrad, T. L., Lemery-Chalfant, K., Swann, G., Silva, K., Reiser, M., Stover, D. & Verrelli, B. (2013, April). *Interactions between COMT, Parenting, and Sex Predict Children's Inhibitory Control: Evidence for Differential Susceptibility* Paper presented at biennial meeting of the Society for Research in Child Development, Seattle, Washington

Taylor, Z. E., Sulik, M., Eisenberg, N., Spinrad, T. L., Silva, K., Lemery-Chalfant, K., Stover, D., & Verrelli, B. (2013, April). *Development of Ego-Resiliency: Relations to Observed Parenting and Polymorphisms in the Serotonin Transporter Gene During Early Childhood* Paper presented at biennial meeting of the Society for Research in Child Development, Seattle, Washington

Li, Y., Sulik, M., Eisenberg, N., Spinrad, T. L., Lemery-Chalfant, K., Stover, D., & Verrelli, B. (2013, April). *Haplotypes Matter: Evidence from DAT1-Parenting Interactions in Predicting Childhood Effortful Control*. Poster presented at the biennial meeting of the Society for Research in Child Development, Seattle, Washington.

VanSchyndel, S., Eisenberg, N., Sulik, M., Spinrad, T. L. & Verrelli, B. (2013, April). *Associations Among DRD4 Haplotypes, Observed Parenting, and Anger Development in Childhood*. Poster presented at the biennial meeting of the Society for Research in Child Development, Seattle, Washington.

Silva, K., Spinrad, T. L., Eisenberg, N., Sulik, M., Betkowski, J., Lonigan, C., Phillips, B., Landry, S., Taylor, H., & Swank, P. (2013, April). *The Effects of a School-Based Social-Emotional Intervention for Low-Income Preschoolers: The Complex Role of Emotion Understanding*. Poster presented at the biennial meeting of the Society for Research in Child Development, Seattle, Washington.

Silva, K., Spinrad, T. L., Eisenberg, N., Edwards, A., & Eggum, N. (2013, April). *Examining the transactional relations among children's regulation, emotion understanding, and relationship quality with non-parental caregivers*. Poster presented at the biennial meeting of the Society for Research in Child Development, Seattle, Washington.

Seyed-Nozadi, S., Spinrad, T. L., & Eisenberg, N. (2013, April). *The relations of positive parenting to changes in children's anxiety levels over time*. Poster presented at the biennial meeting of the Society for Research in Child Development, Seattle, Washington

Spinrad, T. L., Taylor, Z. Sulik, M. J., VanSchyndel, S. Eisenberg, N., & Granger, D. (2012, June). *Salivary Alpha-amylase and cortisol responding: Relations to sociodemographic risk,*

parenting, and effortful control in toddlerhood. Poster presented at the biennial meeting of the International Conference of Infant Studies, Minneapolis, MN.

Seyed-Nozadi, S., Spinrad, T. L., Eisenberg, N., Eggum, N., Edwards, A., Sulik, M. J., & Sallquist, J. (2012, June). Contributions of toddlers' anger and fear reactivity to later cognitive planning abilities. Poster presented at the biennial meeting of the International Conference of Infant Studies, Minneapolis, MN.

Kupfer, A.S., Huerta, S., Edwards, E., Spinrad, T. L., & Eisenberg, N. (2011, April). *Parenting attitudes and corporal punishment with toddlers: Longitudinal effects of corporal punishment on school adjustment.* In D. W. Meece & A. S. Kupfer (Chairs), Longitudinal impact of punishment on children's and adolescents' school adjustment. *Paper symposium conducted at the biennial meeting of the Society for Research in Child Development, Montreal, Quebec, Canada*

Liew, J., Spinrad, T. L., Eisenberg, N., Silva, K. M., Taylor, A. B., Edwards, A., Eggum, N. D., & Kupfer, A. (2011, April). *Preschoolers' effortful control and their achievement in second grade: Mediation through school adjustment in first grade.* In Jeff Liew and Jan N. Hughes (Chairs), Social and emotional factors in children's academic outcomes. *Paper symposium conducted at the biennial meeting of the Society for Research in Child Development, Montreal, Quebec, Canada*

Edwards, A., Eisenberg, N., Spinrad, T. L., Sallquist, J., Eggum, N. D., & Gaertner, B. M. (2011, April). *The factor structure of effortful and reactive control: A longitudinal analysis.* Poster session presented at the biennial meeting of the Society for Research in Child Development, Montreal, Quebec, Canada.

Gaertner, B. M., Spinrad, T. L., Eisenberg, N., Sallquist, J., Hofer, C. M., Kupfer, A., & Eggum, N. D. (2011, April). *Household chaos and the development of language across the preschool years: The mediating role of effortful control.* Poster session presented at the biennial meeting of the Society for Research in Child Development, Montreal, Quebec, Canada.

Nozadi, S. S., Spinrad, T. L., Eisenberg, N., Silva, K. M., Eggum, N. D., Kupfer, A., & Edwards, A. (2011, April). *Children's emotion perception skills: The roles of parenting behaviors and child negative emotionality.* Poster session presented at the biennial meeting of the Society for Research in Child Development, Montreal, Quebec, Canada.

Silva, K. M., Spinrad, T. L., Eisenberg, N., Edwards, A., Eggum, N. D., Sallquist, J., Nozadi, S., & Kupfer, A. (2011, April). *Effortful control and emotion understanding: Examining transactional paths in early childhood.* Poster session presented at the biennial meeting of the Society for Research in Child Development, Montreal, Quebec, Canada.

Silva, K. M., Spinrad, T. L., Eisenberg, N., Sulik, M. J., Valiente, C., Huerta, S., Edwards, A., Eggum, N. D., Kupfer, A., Lonigan, C. J., Phillips, B. M., Wilson, S., Clancy-Menchetti, J.,

Landry, S., Swank, P. R., Assel, M. A., & Taylor, H. B. (2011, April). *Relations of effortful control, teacher-child relationship quality, and school engagement in a high-risk sample*. Poster session presented at the biennial meeting of the Society for Research in Child Development, Montreal, Quebec, Canada.

Spinrad, T.L., Eisenberg, N., Eggum, N. D., Silva, K., Reiser, M., Hofer, C., Smith, C.L., Gaertner, B., Kupfer, A.S., & Popp, T. (2010, March). Relations among maternal socialization effortful control and maladjustment in early childhood. Paper presented at the International Conference for Infant Studies, Baltimore, MD.

Silva, K.M., Spinrad, T. L., & Eisenberg, N. (2010, March). The relations of toddlers' regulation and maternal responses to negative emotions to their emotion understanding. Paper presented at the International Conference for Infant Studies, Baltimore, MD.

Fabricius, W., Bolnick, R., Eisenberg, N., Spinrad, T. L., Weimer, A. (2009, October). *A bigger, better test of understanding belief*. Poster presented at the Cognitive Development Society, San Antonio, TX.

Eggum, N. D., Eisenberg, N., Reiser, M., & Spinrad, T. L. (2009, April). *Latent growth curve trajectories of shyness and emotion in School-aged children*. Poster presented at the Society for Research in Child Development, Denver, CO.

Hofer, C., Eisenberg, N., Spinrad, T. L., Morris, A. S., & Liew, J. (2009, April). Relations between parent-adolescent reactions in conflictual discussions, negative parenting, and behavior problems. Poster presented at the Society for Research in Child Development, Denver, CO.

Sulik, M., Eisenberg, N., Spinrad, T. L., Vaughan, J., Eggum, N. D., Hofer, C. & Kupfer, A. (2009, April). Vagal suppression: moderator of the relations between socioeconomic risk and maladjustment and ego resilience in early childhood. Poster presented at the Society for Research in Child Development, Denver, CO.

Silva, K. M. & Spinrad, T. L., (2009, April). Children's effortful control and emotion understanding as predictors of relationship conflict with adults across contexts. Poster presented at the Society for Research in Child Development, Denver, CO.

Edwards, A., Vaughan, J., Eisenberg, N., & Spinrad, T. L., (2009, April). The relations of children's sadness and effortful control to their prosocial verbalizations. Poster presented at the Society for Research in Child Development, Denver, CO.

Spinrad, T. L. (2008, March). *The development of early prosocial behavior*. Discussant for a paper symposium at the International Conference on Infant Studies, Vancouver, British Columbia.

- Spinrad, T. L., Eisenberg, N. & Iyer, R. (2008, March). *Toddlers' compliance and noncompliance: Prediction from maternal behavior and temperament across the toddler years*. Paper presented at the International Conference on Infant Studies, Vancouver, British Columbia.
- Eggum, N. D., Eisenberg, N., & Spinrad, T. L. (2008, March) *The Relation of Infant Temperament and Toddlers' Shyness*. Poster session at the International Conference on Infant Studies, Vancouver, British Columbia.
- Liew, J., Eisenberg, N., & Spinrad, T. L. (2007, March). *Physiological Regulation, Fear, and Social Reticence as Predictors of Empathic Reactions in Toddlers: A Half-longitudinal Study*. Poster presented at the Society for Research in Child Development. Boston, MA.
- Greving, K., Spinrad, T. L., Eisenberg, N., & Gaertner, B. (2007, March). *The Role of Infant Temperament on Parental Marital Trajectories*. Poster presented at the Society for Research in Child Development. Boston, MA.
- Eisenberg, N., Hoffer, C. M., Spinrad, T. L., Gershoff, E. T., Valiente, C., Losoya, S. H., Zhou, Q., Cumberland, A., Liew, J., & Maxon, E. (2007, March). *Longitudinal Relations among Parental Emotional Expressivity and Sympathy and Prosocial Behavior in Adolescence* Paper presented at the Society for Research in Child Development. Boston, MA.
- Spinrad, T. L., Granger, D. A., & Eisenberg, N. (2007, March). *Individual Differences in Preschoolers' Salivary Cortisol and Alpha-amylase Reactivity*. Paper presented at the Society for Research in Child Development. Boston, MA.
- Hofer, C. M., Eisenberg, N., & Spinrad, T. L., (2007, March). *Predicting Children's Affective Perspective Taking*. Poster presented at the Society for Research in Child Development. Boston, MA.
- Eggum, N. D., Eisenberg, N., Spinrad, T. L., (2007, March). *The Development of Shyness: The Influence of Child Temperament and Maternal Behavior*. Poster presented at the Society for Research in Child Development. Boston, MA.
- Bolnick, R., Walters, H., Spinrad, T. L., Eisenberg, N. & Fabricius, W. (2007, March). *Longitudinal contributions of social competence and inhibitory control to children's reasoning about beliefs*. Poster presented at the Society for Research in Child Development. Boston, MA.
- Vaughan, J. A., Eisenberg, N., & Spinrad, T. L. (2007, March). *Maternal socialization of positive emotion: Understanding its correlates with maternal characteristics and child outcomes*. Poster presented at the Society for Research in Child Development. Boston, MA.

- Edwards, A., Eggum, N. D., Eisenberg, N., & Spinrad, T. L.* (2007, March). Observed Behavioral Inhibition: Relations with Indices of Reactive and Effortful Control. Poster presented at the Society for Research in Child Development. Boston, MA.
- Eisenberg, N., Hofer, C. M., Spinrad, T. L., Gershoff, E. T., Valiente, C. Losoya, S. H., Zhou, Q., Cumberland, A.* (2007, March). Understanding Parent-Adolescent Conflict: Concurrent and Across-Time Prediction from Youths' Dispositions and Parenting. Paper presented at the Society for Research in Child Development. Boston, MA.
- Eisenberg, N., Michalak, N., Spinrad, T. L., Ladd, B., & Thompson, M., & Valiente, C.* (2007, March). Longitudinal relations among parental emotional expressivity and sympathy and prosocial behavior in adolescence. Paper presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.
- Bolnick, R., Spinrad, T. L., Eisenberg, N. Kupfer, A. & Liew, J.* (2006, June). Predicting language development from early emotional expressivity. Poster presented at the International Conference for Infant Studies, Kyoto, Japan.
- Smith, C. A., Spinrad, T. L., Eisenberg, N., Popp, T. & Gaertner, B. M.* (2006, June). Maternal parenting behavior with toddlers: Contributions of maternal attributions about caregiving and maternal personality. Poster presented at the International Conference for Infant Studies, Kyoto, Japan.
- Greving, K, Spinrad, T. L., Eisenberg, N. & Gaertner, B.M.* (2005, November). Relations of infant temperament and father involvement to marital satisfaction. Paper presented at the National Council on Family Relations, Phoenix, Arizona.
- Bolnick, R., Spinrad, T. L., Eisenberg, N., Champion, C., Greving, K., & Kupfer, A.* (2005, April). Toddlers' negative emotionality and language development: Moderating effects of self regulation. Poster presented at the Society for Research in Child Development, Atlanta, GA.
- Eisenberg, N., Valiente, C., & Spinrad, T.L.* (2005, April). Relations of parental expressivity and children's effortful control to the quality of children's social functioning. Paper presented at the Society for Research in Child Development, Atlanta, GA.
- Eisenberg, N., Spinrad, T.L., & Sadovsky, A.* (2005, April). Effortful and reactive control: Relations with adjustment and social competence. Paper presented at the Society for Research in Child Development, Atlanta, GA.
- Liew, J., Eisenberg, N., Spinrad, T. L., Baham, M., Haugen, R.A., & Sadovsky, A.* (2005, April). Toddlers' reactions to others' distress: The roles of vagal suppression, and parental

reactions to toddlers' negative emotions. Poster presented at the Society for Research in Child Development, Atlanta, GA.

Spinrad, T. L., Eisenberg, N., *Gaertner, B., Payne, T., & Smith, C.* (2005, April). Relations of maternal socialization and toddlers' effortful control to quality of children's social functioning. Paper presented at the Society for Research in Child Development, Atlanta, GA.

Valiente, C., Eisenberg, N., Fabes, R.A., & Spinrad, T. L. (2005, April). Stability of children's coping: A six year longitudinal study. Poster presented at Society for Research in Child Development, Atlanta, GA.

Sadovsky, A., Eisenberg, N., Spinrad, T.,L., Fabes, R. A., Losoya, S. H., Valiente, C., Reiser, M., Cumberland, & Shepard, S. A. (2004, April). Emotionality, regulation, and change in children's problem behavior group status. Paper presented at Western Psychological Association, Phoenix, AZ.

Bolnick, R., Champion, C., Liew, J., Spinrad, T. & Eisenberg, N. (2004, May). Relations between affect expression and language use in toddlers. Poster presented at the International Conference for Infant Studies, Chicago, IL.

Payne, T. K., Smith, C., Harris, E., Greving, K., Spinrad, T. L. (2004, May). The Relation of Demographic Cumulative Risk Status to Mother-Child and Father-Child Interactions. Poster presented at the International Conference for Infant Studies, Chicago, IL.

Spinrad, T., Eisenberg, N., Kupfer, A., *Gaertner, B., Michalik, N.* (2004, May). The coping with negative emotions scale. Poster presented at the International Conference for Infant Studies, Chicago, IL.

Gaertner, B., Greving, K., & Spinrad, T. (2003, April). *Mothers' and fathers' attributions of control: Relations to infant temperament.* Poster presented at the Society for Research in Child Development, Tampa, FL.

Spinrad, T. L., & Reiser, M. (2003, April). *The longitudinal relations of effortful regulation and impulsivity to children's externalizing and internalizing problem behavior.* Poster presented at the Society For Research in Child Development, Tampa, FL

Gaertner, B. M., Greving, K., & Spinrad, T. (2002, November). *Beyond "Who does what": Parental beliefs and their implications for father involvement.* Paper presented at the National Conference on Family Relations, Houston, TX.

Valiente, C., Eisenberg, N., *Shepard, S., Fabes, R., Cumberland, A. J., & Spinrad, T.* (2002, November). *The relations of children's vicarious distress reactions to maternal negative*

expressivity. Paper presented at the National Conference on Family Relations, Houston, TX.

Spinrad, T. L. & Stifter, C. A. (2002, April). *Toddlers' Vicarious Emotional Responses and Prosocial Behaviors: Links with Toddlers' Compliance and Noncompliance*. Paper presented at the International Conference for Infant Studies, Toronto, Canada.

Greving, K., Gaertner, B., & Spinrad, T. L. (2002, April). *Becoming a Family: Parental Involvement and Its Implications for Family and Infant Development*. Paper presented at the International Conference for Infant Studies, Toronto, Canada.

Bahr, S. M., Updegraff, K., Eisenberg, N., & Spinrad, T. (2002, April). *Getting along: Conflict resolution strategies in adolescent friendships*. Paper presented at the biennial meeting of the Society for Research on Adolescence, New Orleans, LA

Stanley, E. H., Morris, A. S., & Spinrad, T. L. (2002, April). *Laughter is the best medicine: The relation of parents' use of humor to adolescent functioning*. Paper presented at the Society for Research on Adolescents, New Orleans, LA

Stanley, E., Spinrad, T. L., & Eisenberg, N. (2001). *The relation of children's physiological regulation to their everyday play behaviors*. Paper presented at the American Psychological Association, San Francisco, CA.

Spinrad, T. L. (2001). *The relation of children's emotion and regulation to their everyday peer play behavior*. Paper presented at the Society for Research in Child Development, Minneapolis, MN.

Cumberland, A., Spinrad, T. & Reiser, M. (2001). *The relations of regulation and emotionality to children's externalizing and internalizing problem behavior*. Paper presented at the Society for Research in Child Development, Minneapolis, MN.

Hanish, L.D., Ryan, P., Spinrad, T., Eisenberg, N., & Fabes, R.A. (2000). *Individual and Social Predictors of Peer Victimization in Young Children*. Paper presented at the American Psychological Association, Washington D.C.

Spinrad, T. L., Stifter, C.A. & Donelan-McCall, N. (2000). *Mothers' strategies for regulating their children's emotional responses: Links to children's later emotion regulation abilities*. Paper presented at the International Conference on Infant Studies, Brighton, England.

Spinrad, T. L., (1999). *Toddlers' vicarious emotional responses and prosocial behaviors: The role of infant temperament and maternal behavior*. Paper presented at the Society for Research in Child Development, Albuquerque, NM.

- Spinrad, T. L., (1999). *The relations of parental affect and encouragement to children's moral emotions and behavior*. Paper presented at the Society for Research in Child Development, Albuquerque, NM.
- Spinrad, T. L., (1998). *The relation between infants' capacity to regulate negative reactivity and later noncompliance*. Paper presented at the International Conference on Infant Studies, Atlanta, GA.
- Spinrad, T. L., (1998). *Emotion regulation in infants and young children: Contributions of parenting and temperament*. Symposium co-chair, International Conference on Infant Studies, Atlanta, GA.
- Spinrad, T. L., & Stifter, C. A. (1998). *Predicting individual differences in toddlers' behavioral control: Contributions of maternal responsivity and emotion regulation in infancy*. Paper presented at the International Conference on Infant Studies, Atlanta, GA.
- Donelan-McCall, N., Spinrad, T. L., & Stifter, C. A. (1997). *Mothers' strategies for regulating their children's emotional responses: Links to children's later emotion understanding abilities*. Paper presented at the Society for Research in Child Development, Washington D.C.
- Spinrad, T. L. (1997). *Individual differences in self-control at 18 months: Predictions from intrinsic and extrinsic sources*. Paper presented at the Society for Research in Child Development, Washington D.C.
- Spinrad, T. L. (1996). *Links between maternal self-efficacy and infants' behavior during the still-face procedure*. Paper presented at the International Conference for Infant Studies, Providence, RI.
- Spinrad, T. L. (1995). *The relationship between history and quality of child care and social functioning at age three*. Paper presented at the Society for Research in Child Development, Indianapolis, IN.
- Spinrad, T. L. (1995). *Patterns of negative reactivity at five, ten and eighteen months of age*. Paper presented at the Society for Research in Child Development, Indianapolis, IN.

TEACHING

Undergraduate Courses

Infant and Toddler Development in the Family
Lifespan Human Development

Graduate Courses

Research Issues in Child Development
Social and Emotional Development

Student Teaching Supervision

Laura Clary, Instructor for Lifespan Human Development
Tierney Popp, Instructor for Infant and Toddler Development in the Family
Bridget Gaertner, Instructor for Lifespan Human Development
Crystal Bryce, Instructor for Research Methods
Sara Seyed-Nozadi, Instructor for Intimate Relationships (Fall, 2012)
Amy Pennar, Instructor for Lifespan Human Development (Fall, 2012)
Idean Ettekal, Instructor for Lifespan Human Development (Spring, 2013)
Dawn England, Instructor for Lifespan Human Development (Fall, 2013)
Chih-Chien Huang, Instructor for Social Science Research Methods (Fall, 2013)
Mark Whiteley, Instructor for Marriage and Family Relationships (Fall, 2013)
Ryan Field, Instructor for Social Science Research Methods (Fall, 2013)
Flora Farago, Instructor for Personal Growth and Human Relationships (Fall, 2013)
Naomi Andrews, Instructor for Social Science Research Methods (Fall, 2013)
Diamond Bravo, Instructor for Family, Ethnic, and Cultural Diversity (Spring, 2014)
Chelsea Derlan, Instructor for Social Science Research Methods (Spring, 2014)
Chara Price, Instructor for Social Science Research Methods (Spring, 2014)

SERVICE

Department Service

Director of Programming (2012), Undergraduate Committee, Arizona State University
Search Committee (2012-2013), Innovative Methods, Arizona State University
Search Committee Chair (2012), Quantitative Family Methods, Arizona State University
Search Committee, (2012), Longitudinal Methods Position, Arizona State University
Search Committee (2010), Quantitative Child/Adolescent Health position, Arizona State University
Participant in Professional Development Conference for Undergraduates (2007-2012), Arizona State University.
Participant, The Neuroscience of Parenting Conference, (2010), Arizona State University
Personnel Committee (2007-2008, 2009-2010). Arizona State University
Search Committee (2007-2008), Social Networks Position, Arizona State University
Graduate Committee, (2006-2007, 2009-2010). Arizona State University
Selections committee, Graduate Funding Initiative (2010), Arizona State University
Personnel Committee, (2005-2006). Arizona State University.
Search Committee, Child Development Positions (2005). Arizona State University.

Search Committee, Child Development Position (2004). Arizona State University
Undergraduate Committee, (2000-2005). Arizona State University.
Affirmative Action Representative, (2000-2008). Arizona State University
Search Committee, Social Networks Position (2007). Arizona State University
Personnel Committee (2007-2008). Arizona State University

University Service

Honors Disciplinary Faculty (2006-2007)
Psychology Department Approved Graduate Chair (2007-present)

Served as a member of a Mock Grant Review. PI is Dr. Maryanne Bozzette, College of Nursing and Healthcare Innovation, "Effects of Mother's Voice on Premature Infant Attention and Behavioral Organization" May 2, 2008

Professional Service

Ad-hoc reviewer

Child Development
Developmental Psychology
Social Development
Merrill-Palmer Quarterly
Journal of Social and Personal Relationships
Psychological Inquiry
International Journal of Behavioral Development
Parenting: Science and Practice
Infancy
Journal of Family Psychology
Early Education and Development
Journal of Child and Adolescent Psychopathology
Journal of Child Psychology and Psychiatry
Journal of Personality and Social Psychology
Infant and Child Development

Program Reviewer

Society for Research in Child Development
International Conference for Infant Studies

Board of Editorial Consultants

Child Development Perspectives
Journal of Genetic Psychology
Infancy

Professional Activities and Membership

American Psychological Association
International Society for Infant Studies
National Council on Family Relations
Society for Research in Child Development

External Grant Reviewer

National Science Foundation
National Institute of Health, RFA (AG-11-010) on Self Regulation, June, 2011
BSF United States-Israel Binational Science Foundation

Consultant

Provided videotaped footage regarding social emotional development as part of teacher professional development for the State of Texas (Children's Learning Institute, University of TX and Teachscape; 8/2010)

External Reviewer: Doctoral Committee

Nancy Bandstra, Psychology Department, Dalhousie University, Nova Scotia, Canada

Talks

Spinrad, T. L. (2005, June). *Making the Grade*. Presentation for Arizona State University Orientation, ASU, Tempe, AZ.

Spinrad, T. L., (2003). *The infant day care dilemma: Is maternal employment good for kids?* Paper presented to the Lunch and Learn Colloquium series, Tosco/Phillips 66 Company.

Spinrad, T. L., (2002). *The development and origins of prosocial behavior and guilt in young children.* Paper presented to the Lunch and Learn Colloquium series, Phillips 66 Company

HONORS AND AWARDS

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|------|--|
| 2007 | ASU Promotion and Tenure <i>Faculty Exemplar</i> : Chosen as one of a small number of newly promoted faculty for this honor for outstanding accomplishments. |
| 2002 | Mentorship Appreciation Award, Preparing Future Faculty Program, Arizona State University |
| 2002 | Nomination, ASASU Centennial Professorship, Arizona State University. |

Spinrad, T. L.

- 1995 Fisher Fellowship for graduate research, The Pennsylvania State University.
- 1991 Social Ecology Award (for special excellence in major). The University of California, Irvine.

JODI SWANSON

T. Denny Sanford School of Social and Family Dynamics
Arizona State University
Box 873701
Tempe, Arizona 85287-3701
phone: 480.965.3330
fax: 480.965.6779
e-mail: jodi.swanson@asu.edu

EDUCATION

- 2011 Ph.D., Family and Human Development (collateral area: Statistics)
School of Social and Family Dynamics
Arizona State University, Tempe, Arizona
Dissertation: Contributions of children's or teachers' effortful control to academic functioning in early schooling
- 2008 M.S., Family and Human Development
School of Social and Family Dynamics
Arizona State University, Tempe, Arizona
- 2003 B.A., Psychology (double-major with English: Writing Emphasis), *Summa Cum Laude*
Department of Psychology
Department of English
Western Kentucky University, Bowling Green, Kentucky

PROFESSIONAL EXPERIENCE

- Since 2011 *Assistant Research Professor*
T. Denny Sanford School of Social and Family Dynamics
Arizona State University, Tempe, Arizona
- 2010 *Instructor, Research Methods (Family and Human Development/Sociology)*
Arizona State University, Tempe, Arizona
- 2009-2010 *Instructor, Human Development*
Arizona State University, Tempe, Arizona
- 2008 *Guest Lecturer, Research Methods (Psychology)*
Arizona State University, Tempe, Arizona
- 2008-2010 *Graduate Research Associate, Predicting Academic Competence in Kids (PACK) Project*
(NSF BSC-0546096, Carlos Valiente, Principal Investigator)
Program in Family and Human Development, School of Social and Family Dynamics
Arizona State University, Tempe, Arizona
- 2006-2009 *Instructor, Marriage and Family Relationships*
Arizona State University, Tempe, Arizona
- 2005-2008 *Graduate Research Assistant, Predicting Academic Competence in Kids (PACK) Project*
(NSF BSC-0546096, Carlos Valiente, Principal Investigator)

Program in Family and Human Development, School of Social and Family Dynamics
Arizona State University, Tempe, Arizona

- 2005 *Graduate Research Assistant*, Casa Grande Project (Carlos Valiente and Kathryn Lemery, Principal Investigators)
Department of Family and Human Development
Arizona State University, Tempe, Arizona
- 2005 *Graduate Research Assistant*, Toddler Emotional Development Project (NIMH 2 R01 MH 60838, Nancy Eisenberg and Tracy Spinrad, Principal Investigators)
Department of Psychology
Arizona State University, Tempe, Arizona
- 2004-2005 *Research Assistant*, Toddler Emotional Development Project (NIMH 2 R01 MH 60838, Nancy Eisenberg and Tracy Spinrad, Principal Investigators)
Department of Psychology
Arizona State University, Tempe, Arizona
- 2003 *Instructor*, Parenting Infants and Toddlers
Family Enrichment Center, Bowling Green, Kentucky

RESEARCH INTERESTS

Children's social and emotional development
Self-regulatory ability
Temperament
The socialization of effortful control
Parents' and teachers' socialization behaviors
Early social relationships, student-teacher relationships
Classroom social and academic ecology
Early academic engagement and competence

PUBLICATIONS

*denotes student or postdoctoral fellow author

Refereed Articles

Cooper, C. E., Beck, A. N., Högnäs, R. S., & **Swanson, J.** (in press). Mothers' partnership instability and coparenting among fragile families. *Social Science Quarterly*.
2013 Impact Factor: 0.741; 5-Year Impact Factor: 1.390

Eggum-Wilkens, N. D., Valiente, C., **Swanson, J.**, & Lemery-Chalfant, K. (2014). Children's shyness, popularity, school liking, cooperative participation, and internalizing problems in the early school years. *Early Childhood Research Quarterly*, 29, 85-94.
2013 Impact Factor: 2.058; 5-Year Impact Factor: 3.657

Swanson, J., Valiente, C., Lemery-Chalfant, K., Bradley, R. H., & Eggum-Wilkens, N. D. (2014). Longitudinal relations between parents' reactions to children's negative emotions, effortful control, and math achievement in early elementary school. *Child Development*, 85, 1932-1947.
2013 Impact Factor: 4.235; 5-Year Impact Factor: 5.834

Valiente, C., **Swanson, J.**, Lemery-Chalfant, K., & *Berger, R. H. (2014). Children's effortful control and academic achievement: Do peer victimization and classroom participation operate as mediators? *Journal of School Psychology*, 52, 433-445.

2013 Impact Factor: 2.282; 5-Year Impact Factor: 3.470

Jahromi, L. B., *Bryce, C. I., & Swanson, J. (2013). The importance of self-regulation for the academic and peer engagement of children with high-functioning autism. *Research in Autism Spectrum Disorders*, 7, 235-246.

2013 Impact Factor: 2.378; 5-Year Impact Factor: 2.665

Swanson, J., Valiente, C., & Lemery-Chalfant, K. (2012). Predicting academic achievement from cumulative home risk: The mediating roles of effortful control, academic relationships, and school avoidance. *Merrill-Palmer Quarterly*, 58, 375-408.

2012 Impact Factor: 1.737; 5-Year Impact Factor: 1.961

Valiente, C., Swanson, J., & Eisenberg, N. (2012). Linking students' emotions and academic achievement: When and why emotions matter. *Child Development Perspectives*, 6, 129-135.

2012 Impact Factor: 2.120; 5-Year Impact Factor: 2.322

Valiente, C., Swanson, J., & Lemery-Chalfant, K. (2012). Kindergartners' temperament and classroom engagement: Moderation by effortful control. *Social Development*, 21, 558-576.

2012 Impact Factor: 2.045; 5-Year Impact Factor: 2.731

Swanson, J., Valiente, C., Lemery-Chalfant, K., & O'Brien, T. C. (2011). Predicting early adolescents' academic achievement, social competence, and physical health from parenting, ego resilience, and engagement coping. *The Journal of Early Adolescence*, 31, 548-576.

2011 Impact Factor: 2.303; 5-Year Impact Factor: 2.466

Valiente, C., Lemery-Chalfant, K., & Swanson, J. (2010). Prediction of kindergartners' academic competence from their effortful control and negative emotionality: Evidence for direct and moderated relations. *Journal of Educational Psychology*, 102, 550-560.

2010 Impact Factor: 3.583; 5-Year Impact Factor: 4.917

Valiente, C., Lemery-Chalfant, K., & Swanson, J. (2009). Children's responses to daily social stressors: Relations with parenting, children's effortful control, and adjustment. *Journal of Child Psychology and Psychiatry*, 50, 707-717.

2009 Impact Factor: 4.983; 5-Year Impact Factor: 6.504

Valiente, C., Lemery-Chalfant, K., Swanson, J., & Reiser, M. (2008). Prediction of children's academic competence from their effortful control, relationships, and classroom participation. *Journal of Educational Psychology*, 100, 67-77.

2008 Impact Factor: 2.903; 5-Year Impact Factor: 4.458

Manuscripts Submitted for Publication

*Gaias, L. M., Abry, T., Swanson, J., & Fabes, R. A. (2015). *Considering child effortful control in the context of teacher effortful control: Implications for kindergarten success*. Manuscript submitted for publication.

Swanson, J., Valiente, C., Bradley, R. H., Lemery-Chalfant, K., & Abry, T. (2015). *Teachers' effortful control and children's externalizing behaviors and achievement: Mediation and moderation processes*. Manuscript submitted for publication.

Manuscripts in Progress

- Abry, T., *Bryce, C. I., **Swanson, J.**, Bradley, R. H., Fabes, R. A., & Corwyn, R. F. (2015). *Concurrent and longitudinal relations between classroom-level adversity and children's social-emotional academic development in elementary school*. Manuscript in progress.
- Abry, T., *Granger, K., **Swanson, J.**, *Bryce, C. I., *Taylor, M., & Bradley, R. H. (2015). *Classroom-level adversity: Relations with achievement and problem behaviors in first grade*. Manuscript in progress.
- *Bryce, C. I., **Swanson, J.**, *Gaias, L. M., Fabes, R. A., Hanish, L. D., & Martin, C. L. (2015). *First grade school engagement: Linking kindergarten effortful control and positive peer interactions to at-risk children's reading achievement*. Manuscript in progress.
- O'Brien, T. C., **Swanson, J.**, Lemery-Chalfant, K., & Goldsmith, H. H. (2015). *Internalizing, externalizing, and ADHD in middle childhood: The role of mothering and fathering in toddlerhood*. Manuscript in progress.
- O'Brien, T. C., Lemery-Chalfant, K., **Swanson, J.**, & Valiente, C. (2015). *Risk and resilience factors: Influences on mood and behavior problems among Mexican American students in middle childhood*. Manuscript in progress.
- *Pratt, M. E., **Swanson, J.**, & *van Huisstede, L. (2015). *Predicting social and academic adjustment from chaotic early home and school environments: The moderating role of student-teacher relationship conflict*. Manuscript in progress.
- Swanson, J.**, Cooper, C. E., Glick, J. E., Fabes, R. A., & Bradley, R. H. (2015). *Relations among classroom behavior, children's self-regulation, and kindergarten academic and social competence*. Manuscript in progress.
- Swanson, J.**, *Lee, J., *Im, H. S., Abry, T., Fabes, R. A., & Bradley, R. H. (2015). *Kindergarten classroom behavior: Influences on later self-regulation and achievement*. Manuscript in progress.
- Swanson, J.**, *Taylor, M., *Bryce, C. I., & Abry, T. (2015). *The impact of an accumulation of life stressors on beginning teachers' psychological well-being and class-teacher-relationship quality*. Manuscript in progress.
- Swanson, J.**, Valiente, C., Bradley, R. H., *Granger, K., & Lemery-Chalfant, K. (2015). *The influence of teachers' reactions to students' displays of negative emotions on students' academic functioning: The moderating role of students' effortful control*. Manuscript in progress.
- Valiente, C., *Humphrey, J., **Swanson, J.**, Bradley, R. H., & *Groh, B. (2015). *Student-teacher relationship trends across early schooling years: Influences on academic engagement and achievement*. Manuscript in progress.
- Valiente, C., **Swanson, J.**, Bradley, R. H., *Berger, R. H., & Thompson, M. (2015). *The student-teacher relationship and children's effortful control and impulsivity as longitudinal predictors of early achievement and behavior problems*. Manuscript in progress.

Measurement Instruments

- Abry, T., **Swanson, J.**, & Fabes, R. A. (2012). *Classroom environment student difficulties scale*. Unpublished measure, T. Denny Sanford School of Social and Family Dynamics, Arizona State University, Tempe, AZ.

*Selected for inclusion in 2014 administration of Early Childhood Longitudinal Study, Kindergarten Class of 2010-2011 (ECLS-K:2011)

Published Abstracts

O'Brien, T. C., **Swanson, J.**, Lemery-Chalfant, K., & Goldsmith, H. H. (2008). Internalizing, externalizing, and ADHD in middle childhood: The role of mothering and fathering in toddlerhood. *Behavior Genetics*, 38, 640-641.

Encyclopedia Entries

Fabes, R. A., Abry, T., & **Swanson, J.** (in press). Peers and play. Invited topic to appear in D. L. Couchenour & K. Chrisman (Eds.), *Encyclopedia of contemporary early childhood education*. Sage.

Op-Eds and Popular Press Essays

Duggan, M. A., & **Swanson, J.** (2015, May). Stick to it! Encouraging grit in your children. *Raising Arizona Kids Magazine*, May.

*Average magazine readership of 120,000+ per monthly issue

Swanson, J., & *Pratt, M. E. (2015, January). Starting school successfully series, Part 1 of 3: Healthy development during the pre-kindergarten year. *Raising Arizona Kids Magazine*, January, p. 8.

*Average magazine readership of 120,000+ per monthly issue

Swanson, J., & Duggan, M. A. (2014, November). An attitude of gratitude: Lifelong health benefits of thankfulness. *Raising Arizona Kids Magazine*, November, p. 6.

*Average magazine readership of 120,000+ per monthly issue

Swanson, J., Abry, T., & Duggan, M. A. (2014, October). What is The Kindergarten Project? *Raising Arizona Kids Magazine*, October, p. 8.

*Average magazine readership of 120,000+ per monthly issue

Swanson, J., & Abry, T. (2014, July). Encourage children's critical thinking – *it's science!* *Raising Arizona Kids Magazine*, July, p. 10.

*Average magazine readership of 120,000+ per monthly issue

Swanson, J., & Duggan, M. A. (2013, September). *Snap!* How in-the-moment reactions affect children. *Raising Arizona Kids Magazine*, September, p. 14.

*Average magazine readership of 120,000+ per monthly issue

Duggan, M. A., & **Swanson, J.** (2012, August). Invest in kids' learning to ensure their success. *The Arizona Republic*, August 20, 2012, B7.

*Average newspaper readership of 1.5 million+ per week

PRESENTATIONS

*denotes student or postdoctoral fellow author

Refereed International Conference Presentations

Abry, T., **Swanson, J.**, *Bryce, C. I., *Taylor, M., & Bradley, R. H. (2015, April). *Classroom-level adversity, externalizing behavior, and achievement: Direct and indirect associations in first grade*. Poster accepted for presentation at the 71st biennial meeting of the Society for Research in Child Development, Philadelphia, Pennsylvania.

- Abry, T., *Bryce, C. I., Bradley, R. H., **Swanson, J.**, Corwyn, R. F., & Fabes, R. A. (2015, April). *Classroom-level adversity: Concurrent, longitudinal, and differential relations with socially adaptive and maladaptive behaviors*. Poster accepted for presentation at the 71st biennial meeting of the Society for Research in Child Development, Philadelphia, Pennsylvania.
- Swanson, J.**, Valiente, C., Abry, T., & Lemery-Chalfant, K. (2015, April). Parents' reactions to children's negative emotions and social-emotional classroom functioning in the early grades. In V. L. Castro (Chair, poster symposium), *Is parents' supportiveness always a good thing? The dynamic value of parents' emotion socialization across childhood*. Poster accepted for presentation the 71st biennial meeting of the Society for Research in Child Development, Philadelphia, Pennsylvania.
- Valiente, C., **Swanson, J.**, Bradley, R. H., & Lemery-Chalfant, K. (2015, April). *Longitudinal prediction of early academic competence from family, child, and school assets: A cumulative advantage perspective*. In C. Valiente (Chair, paper symposium), *Cumulative advantage and risk as predictors of school readiness and academic achievement*. Paper accepted for presentation at the 71st biennial meeting of the Society for Research in Child Development, Philadelphia, Pennsylvania.
- Abry, T., **Swanson, J.**, Bradley, R. H., & Fabes, R. A. (2014, April). *Classroom-level adversity: The influence of collective child characteristics on first graders' social skills and behavior problems*. Paper presented at the 81st annual meeting of the American Education Research Association, Philadelphia, Pennsylvania.
- *Gaias, L. M., **Swanson, J.**, Abry, T., Bradley, R. H., & Fabes, R. A. (2014, April). *Student-teacher temperament differentials: Implications for academic performance and school liking in kindergarten*. Roundtable discussion presented at the 81st annual meeting of the American Education Research Association, Philadelphia, Pennsylvania.
- *Granger, K., Kornienko, O., Hanish, L. D., & **Swanson, J.** (2014, April). *Teachers' responses to girls' and boys' physical aggression: The role of teachers' emotional reactions and developmental beliefs*. Poster presented at the 81st annual meeting of the American Education Research Association, Philadelphia, Pennsylvania.
- *Bryce, C. I., **Swanson, J.**, Fabes, R. A., Hanish, L. D., & Martin, C. L. (2013, April). *School engagement as a mediator linking home, temperament, and peers to academic outcomes among low-income Latino kindergartners*. Poster presented at the 70th biennial meeting of the Society for Research in Child Development, Seattle, Washington.
- *Gaias, L. M., Putnam, S. P., & **Swanson, J.** (2013, April). *Effortful control and surgency as moderators of parenting bedtime behaviors and sleeping problems*. In D. J. Bridgett (Chair, poster symposium), *Effortful control, parent-child relationships, and children's outcomes*. Poster presented at the 70th biennial meeting of the Society for Research in Child Development, Seattle, Washington.
- *Indorf, A. L. F., **Swanson, J.**, Fabes, R. A., Martin, C. L., & Hanish, L. D. (2013, April). *Behavioral engagement mediates the relation between kindergartners' emotional engagement and reading achievement*. Poster presented at the 70th biennial meeting of the Society for Research in Child Development, Seattle, Washington.

- Swanson, J., Valiente, C., Bradley, R. H., & Lemery-Chalfant, K.** (2013, April). *Mediated and moderated relations linking student-teacher relationship quality to externalizing problems: Role of effortful control*. In **J. Swanson** (Chair, paper symposium), *Closeness and conflict in the student-teacher relationship across primary grades: Complex processes and outcomes*. Paper presented at the 70th biennial meeting of the Society for Research in Child Development, Seattle, Washington.
- Valiente, C., **Swanson, J.**, Bradley, R. H., & Lemery-Chalfant, K. (2013, April). *The student-teacher relationship and children's effortful control as longitudinal predictors of achievement and emotional engagement*. In **J. Swanson** (Chair, paper symposium), *Closeness and conflict in the student-teacher relationship across primary grades: Complex processes and outcomes*. Paper presented at the 70th biennial meeting of the Society for Research in Child Development, Seattle, Washington.
- **Gaias, L. M., Swanson, J., Bryce, C. I., Abry, T., Bradley, R. H., Duggan, M. A., Fabes, R. A., Indorf, A. L. F., & Raymer, C. N.* (2013, January). *Moderated relations among daily hassles, temperament, and empathy in pre-service teachers*. Poster presented at the 19th meeting of the Occasional Temperament Conference, Salt Lake City, Utah.
- Valiente, C., **Swanson, J.**, & Lemery-Chalfant, K. (2013, January). *Children's effortful control and their early school success*. In M. Gartstein (Chair, paper symposium), *Temperament, environment, and psychopathology*. Paper presented at the 19th meeting of the Occasional Temperament Conference, Salt Lake City, Utah.
- Cooper, C. E., **Swanson, J.**, Glick, J. E., Fabes, R. A., & Bradley, R. H. (2012, April). Classroom behavioral patterns, children's self-control, and kindergarten competence. Poster presented at the 79th annual meeting of the American Education Research Association, Vancouver, British Columbia, Canada.
- O'Brien, T. C., **Swanson, J.**, **Kao, K.*, Valiente, C., & Lemery-Chalfant, K. (2011, April). *Happy parents have happy babies: Positive parent personality, emotional availability, and infant problem behaviors*. Poster presented at the 69th biennial meeting of the Society for Research in Child Development, Montréal, Québec, Canada.
- Swanson, J.**, Valiente, C., & Lemery-Chalfant, K. (2010, October). *Predicting academic achievement from home environment risk: Evidence of temperament-based and social mediating mechanisms*. In D. J. Bridgett (Chair, paper symposium), *Parenting and environment effects on temperament*. Paper presented at the 18th meeting of the Occasional Temperament Conference, Brunswick, Maine.
- **Jangalapalli, A.*, Valiente, C., & **Swanson, J.** (2009, November). *Regulation mediates the relation of risky homes to problem behaviors*. Poster to be presented at the 71st annual meeting of the National Council on Family Relations, San Francisco, California.
- Swanson, J.**, Valiente, C., & Lemery-Chalfant, K. (2009, April). *Children's internalizing problems mediate the relation of negative emotionality to peer victimization in early school grades*. Poster presented at the 68th biennial meeting of the Society for Research in Child Development, Denver, Colorado.
- Valiente, C., Lemery-Chalfant, K., & **Swanson, J.** (2009, April). *The unique and interactive roles of effortful control and negative emotionality on academic competence*. In C. Valiente (Chair, paper symposium), *The role of temperament in children's school success*. Paper

presented at the 68th biennial meeting of the Society for Research in Child Development, Denver, Colorado.

O'Brien, T. C., **Swanson, J.**, Lemery-Chalfant, K., & Goldsmith, H. H. (2008, June). *Internalizing, externalizing, and ADHD in middle childhood: The role of mothering and fathering in toddlerhood*. Poster presented at the 38th annual meeting of the Behavioral Genetics Association, Louisville, Kentucky.

Swanson, J., O'Brien, T. C., Valiente, C., & Lemery-Chalfant, K. (2008, March). *Predicting school avoidance from early adolescents' temperament and school relationships*. Poster presented at the 12th biennial meeting of the Society for Research on Adolescence, Chicago, Illinois.

Valiente, C., Lemery-Chalfant, K., **Swanson, J.**, & Reiser, M. (2008, October). *Social and emotional predictors of children's academic competence*. Paper presented at the 17th biennial meeting of the Occasional Temperament Conference, San Rafael, California.

Swanson, J., Valiente, C., & Lemery-Chalfant, K. (2007, November). *Resiliency's role in the relation of parenting to developmental outcomes*. Poster presented at the 69th annual meeting of the National Council on Family Relations, Pittsburgh, Pennsylvania.

Swanson, J., Valiente, C., Lemery-Chalfant, K., & Reiser, M. (2007, March). *Predicting children's problem behavior from family environment, parenting, and effortful control*. Poster presented at the 67th biennial meeting of the Society for Research in Child Development, Boston, Massachusetts.

Valiente, C., Lemery-Chalfant, K., **Swanson, J.**, & Reiser, M. (2007, March). *Social and emotional predictors of changes in children's academic competence*. Poster presented at the 67th biennial meeting of the Society for Research in Child Development, Boston, Massachusetts.

Valiente, C., **Swanson, J.**, & Lemery-Chalfant, K. (2007, November). *Predicting children's adjustment from the family environment and temperament*. Poster presented at the 69th annual meeting of the National Council on Family Relations, Pittsburgh, Pennsylvania.

Invited Presentations

Swanson, J. (2015, February). *Be what you wish to see: The importance of teachers' self-regulation*. Invited presentation at All-Staff Professional Development Seminar, Desert Garden Montessori, Phoenix, Arizona.

Swanson, J. (2014, February). *Be what you wish to see: Teachers can promote healthy behavior and learning by modeling self-regulation*. Invited presentation at The Kindergarten Project Partnership Team semi-annual meeting, T. Denny Sanford School of Social and Family Dynamics, Arizona State University, Tempe, Arizona.

Swanson, J. (2008, March). *Mediating mechanisms in the process of parenting to academic achievement*. Invited paper presented at the semi-annual Student Research Brown Bag Series, School of Social and Family Dynamics, Arizona State University, Tempe, Arizona.

EXTERNAL RESEARCH GRANTS

Funded Proposals

Funded 2014: **Swanson, J.** (PI, Project Evaluation team), & Abry, T. (Co-PI, Project Evaluation team). *An expanded collaborative Jumpstart Program for early literacy and school readiness.* Community Investment partnership grant between Helios Education Foundation, Jumpstart for Young Children, Inc., Arizona State University, Mesa Community College. Funding mechanism: Helios Education Foundation. \$275,000 in total costs (\$45,000 for Project Evaluation). 01/01/2014-09/30/2015.

Proposals under Review

Submitted 2014: Abry, T. (PI), **Swanson, J.** (Co-PI), Fabes, R. A. (Co-PI), Wilkens, N. D. (Co-I), Bradley, R. H. (Co-I). *Kindergarten classroom composition: Exploring links between classroom-level competence and academic and social-behavioral functioning.* Funding mechanism: Institute of Education Sciences, Goal 1 Exploration. \$1,599,974 in total costs. 07/01/2015-06/30/2019.

Proposals Not Funded

Submitted 2013: Fabes, R. A. (PI), **Swanson, J.** (Co-I), Abry, T. (Co-I), Bradley, R. H. (Co-I), & Thompson, M. S. (Co-I). *The Parent Coach Toolbox: An innovative professional development intervention to enhance Head Start families' well-being and children's school readiness.* Funding mechanism: Department of Health and Human Services Office of Planning, Research, and Evaluation; Administration for Children and Families. \$2,406,892 in total costs. 07/01/2014-06/30/2019.

Submitted 2012: Abry, T., & **Swanson, J.** (Co-PIs). *Classroom composition and student achievement: An ecological examination of school, classroom, and individual mediating and moderating effects.* Funding mechanism: Measures of Effective Teaching (MET) Early Career Research Grants Program. \$24,845 in total costs. 07/01/2013-06/30/2014.

Submitted 2012: **Swanson, J.** (PI). *Multi-faceted self-regulation influences on early schooling classroom dynamics and healthy developmental functioning.* Funding mechanism: National Institutes of Health: Loan Repayment Program in Pediatric Research. Estimated \$30,000. 09/01/2013-06/30/2015.

QUANTITATIVE TRAINING

Proficiencies

Intermediate statistics (e.g., ANOVA)

Regression (e.g., multiple predictors, moderation, multi-level models)

Multivariate data analysis (e.g., factor analysis, MANOVA)

Missing data analysis (e.g., assumptions, estimation, multiple imputation)

Mediation analysis (e.g., multiple mediators, multi-level, longitudinal)

Structural equation modeling (e.g., CFA, multigroup models, fixed effects models)

Advanced longitudinal modeling (e.g., cross-lagged panel models, growth curve models)

Software

Mplus, SPSS, SAS, Lisrel, R

INSTRUCTION

Undergraduate Courses

SOC 390: Instructor and Web Designer, Social Statistics I, *on-line format: Pearson LearningStudio* (4 sections); *on-line format: Blackboard* (current, on-going); Arizona State University

FAS 361/SOC 391: Instructor and Web Designer, Research Methods (Family and Human Development/Sociology cross-listed course), *on-line format: Blackboard* (2 sections); *on-line format: Pearson LearningStudio* (1 section); Arizona State University

CDE 232: Instructor, Human Development, *on-line format: Blackboard* (2 sections); Arizona State University

FAS 331/SOC 315: Instructor, Marriage and Family Relationships/Courtship and Marriage cross-listed course, *brick-and-mortar format* (1 section), enrollment of 150 students; *on-line format: Blackboard* (5 sections); Arizona State University

PSY 290: Guest Lecturer, Research Methods (Psychology), *brick-and-mortar format* (1 section); Arizona State University

Other Courses

Instructor, Parenting Infants and Toddlers, *brick-and-mortar format* (1 section); Family Enrichment Center, Bowling Green, Kentucky

Graduate Student Mentorship

Comprehensive Examination Committee Member, *Kassondra M. Silva* (in preparation). T. Denny Sanford School of Social and Family Dynamics, Arizona State University.

Dissertation Committee Member, *Allison Landy* (proposed January 2015). *Predictive relationships of state quality rating and self-regulation in early childhood*. College of Education, Northern Arizona University.

Dissertation Committee Member, *Crystal I. Bryce* (proposed August 2014). *Children's academic experiences during first grade as precursors of later academic performance*. T. Denny Sanford School of Social and Family Dynamics, Arizona State University.

Comprehensive Examination Committee Member, *Crystal I. Bryce* (completed August 2013). *Contextual and individual factors that influence children's academic outcomes in kindergarten and first grade*. T. Denny Sanford School of Social and Family Dynamics, Arizona State University.

First-year Thesis Project Co-Chair, *Ashley Lauren Firth Indorf* (completed December 2012). *School glue: School engagement and academic achievement in low-income, Latino kindergarten students*. T. Denny Sanford School of Social and Family Dynamics, Arizona State University.

SERVICE

Departmental and University Service

Panel Member, *Scholarship, research, and creative activities*. Preparing Future Faculty Program, Office of Graduate Education, Arizona State University; 2014

Panel Member, *New faculty perspectives*. Preparing Future Faculty Program, Office of Graduate Education, Arizona State University; 2014

Panel Member, *Scholarship, research, and creative activities*. Preparing Future Faculty Program, Office of Graduate Education, Arizona State University; 2013

Panel Chair, *How to maximize your graduate school potential*. Tenth Anniversary of the Family and Human Development Doctoral Program: Celebrating 10 Years of Excellence, School of Social and Family Dynamics, Arizona State University; 2012

Member, Welcome Meal Faculty Committee, Fifth Annual Professional Development Conference for Undergraduates Interested in Graduate Training in Child and Family Sciences, School of Social and Family Dynamics, Arizona State University; 2011

Member, School of Social and Family Dynamics Graduate Student Recruitment Committee, School of Social and Family Dynamics, Arizona State University; 2011

Director of Social Networking, American Council of CoEducational Schooling; 2010-2012

Panel Member, *Surviving graduate school: Insights and advice from senior students*. Professional Development Seminar for First-Year Students, School of Social and Family Dynamics, Arizona State University; 2009

Panel Member, *Entering the right program for you: Selecting a graduate program after admittance*. Third Annual Professional Development Conference for Undergraduates Interested in Graduate Training in Child and Family Sciences, School of Social and Family Dynamics, Arizona State University; 2009

Panel Member, *Getting into and getting ready for graduate school*. Second Annual Professional Development Conference for Undergraduates Interested in Graduate Training in Child and Family Sciences, School of Social and Family Dynamics, Arizona State University; 2008

Presenter, *Getting into graduate school: What you need to do now*. Inaugural Summer Research Experience Program for Underrepresented Undergraduates Interested in Studying At-Risk Youth, School of Social and Family Dynamics, Arizona State University; 2008

Mentor, School of Social and Family Dynamics First-Year Graduate Students, Arizona State University; 2007-2010

Member, Family and Human Development Graduate Student Association Professional Speaker Series Committee, Arizona State University; 2007-2008

Member, Family and Human Development Graduate Student Association Job Search and Professional Development Speaker Series Committee, Arizona State University; 2007-2008

Panel Member, *Finding your fit: The right program for you*. Inaugural Professional Development Conference for Undergraduates in Family/Child Sciences, School of Social and Family Dynamics, Arizona State University; 2007

Member, Inaugural Professional Development Conference for Undergraduates in Family/Child Sciences Executive Committee, School of Social and Family Dynamics, Arizona State University; 2007

Member, Family and Human Development Graduate Student Association Big Ideas: Strategies for Success Committee, Arizona State University; 2006-2007

Research Grant Graduate Student Peer Reviewer, Graduate and Professional Student Association, Arizona State University; 2005-2009

Professional Service

Member, 2015 National Smart Start Conference Steering Committee

Reviewer, 2015 Society for Research in Child Development Biennial Meeting (Social, Emotional, Personality review panel)

Ad Hoc Reviewer:

- British Journal of Educational Psychology*, 1 manuscript since 2014
- Child Development*, 4 manuscripts since 2012
- Early Childhood Research Quarterly*, 1 manuscript since 2008
- Early Education and Development*, 1 manuscript since 2014
- Educational Psychology: An International Journal of Experimental Educational Psychology*, 3 manuscripts since 2012
- Learning and Instruction*, 5 manuscripts since 2012
- School Psychology Review*, 1 manuscript since 2014
- Social Development*, 4 manuscripts since 2011
- The Journal of Early Adolescence*, 1 manuscript since 2013
- Handbook of Research Methods in Early Childhood Education*, 2012

Community Service

Analyst, Parent Satisfaction Survey, Desert Garden Montessori, Phoenix, Arizona, 2014

Coordinator, Parent Mentorship Program, Desert Garden Montessori, Phoenix, Arizona, Since 2013

Volunteer Consultant, *Sprout: A program to foster adolescents' active social life skills by direct observation and interaction with infants*, Desert Garden Montessori, Phoenix, Arizona, 2013-2014

Chair, Desert Garden Montessori Accreditation Committee, Phoenix, Arizona, 2012-2014

Runner Participant, running/walking events benefiting local and national charities, Phoenix, Arizona, Since 2007

Volunteer, Salvation Army Christmas Day Meal Greeters, Phoenix, Arizona, 2008

Volunteer, KAET/Channel Eight PBS Pledge Drive, Tempe, Arizona, 2006

Assistant United Way Grant Writer, BRIDGES of Williamson County Shelter and Domestic Violence Program, Franklin, Tennessee, 2004

Assistant United Way Grant Writer, Family Enrichment Center, Bowling Green, Kentucky, 2003

PROFESSIONAL MEMBERSHIPS

American Council of CoEducational Schooling

American Educational Research Association

American Psychological Association Division 37: Society for Child and Family Policy and Practice

National Council on Family Relations

Society for Research in Child Development

FELLOWSHIPS, AWARDS, AND HONORS

Graduate and Professional Student Association Conference Travel Grant award, Arizona State University, \$950; 2010, October

Summer Graduate Teaching Fellowship, Arizona State University, \$3,000; 2010

Graduate and Professional Association Teaching Excellence Award Nomination, Arizona State University, 2009

Summer Graduate Teaching Fellowship, Arizona State University, \$3,000; 2009

Graduate and Professional Student Association Professional Development travel award, Arizona State University, \$750; 2009, May

Graduate and Professional Student Association Conference Travel Grant award, Arizona State University, \$400; 2009, April

Inaugural School of Social and Family Dynamics Interdisciplinary Summer Support Selected Participant, \$2,000; 2008

Summer Graduate Teaching Fellowship, Arizona State University, \$2,700; 2008

Graduate and Professional Student Association Conference Travel Grant award, Arizona State University, \$400; 2008, March

School of Social and Family Dynamics Graduate Student Engagement Award, Arizona State University, \$1,000; 2007

Summer Graduate Teaching Fellowship, Arizona State University, \$2,000; 2007

Preparing Future Faculty Program Selected Participant, Arizona State University, 2007-2008

Cowden Endowment Fellowship for Graduate Research, Arizona State University, tuition waiver, health insurance waiver, academic-year monthly stipend, estimated \$20,000 per year; 2005-2010

Most Outstanding Senior in Psychology Nomination, Western Kentucky University; 2003

Phi Kappa Phi International Honor Society, inducted 2001

Regents' Scholarship, Western Kentucky University, tuition waiver, estimated \$4,000 per year; 1999-2003

Dean's List, Western Kentucky University; 1999-2003

PROFESSIONAL DEVELOPMENT

Attended Spit Camp, a two-day workshop to obtain a theoretical and practical understanding of the use of oral fluid as biological specimen and the basics of immunoassay used for assaying saliva, as well as training on sample processing, salivary immunoassay and kinetic reaction

- assays, Institute for Interdisciplinary Salivary Bioscience Research, Arizona State University, June 18-19, 2014.
- Attended Individualized Classroom Assessment Scoring System (InCLASS) Training seminar, sponsored by the T. Denny Sanford School of Social and Family Dynamics, and obtained training on standardized observational assessments and coding of children's interactions with teachers, peers, and tasks; acquired InCLASS reliability coder certification, Tempe, Arizona, June 3-4, 2013.
- Attended Eunice Kennedy Shriver National Institute of Child Health and Human Development (NICHD) Study of Early Child Care and Youth Development (SECCYD) Training seminar, sponsored by the T. Denny Sanford School of Social and Family Dynamics, and obtained training on management and utilization of the NICHD SECCYD, Tempe, Arizona, January 9-10, 2013.
- Attended Early Childhood Data Training seminar, sponsored by the National Center for Education Statistics (NCES), in the U.S. Department of Education's Institute of Education Statistics (IES), and obtained training on The Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K), The Early Childhood Longitudinal Study, Birth Cohort of 2001 (ECLS-B), and The National Household Education Surveys Program (NHES), Montréal, Québec, Canada, March 30, 2011.
- Attended 24th Annual Management Information Systems (MIS) Conference "Deep in the Heart of Data", sponsored by the National Center for Education Statistics (NCES), in the U.S. Department of Education's Institute of Education Statistics (IES), and obtained concentrated information about best practices, innovative ideas, current issues, and practical how-to advice about management information systems for K-12 education, Austin, Texas, February 23-25, 2011.
- Attended Classroom Assessment Scoring System (CLASS) Pre-K and Elementary Training and Elementary Train-the-Trainer Training seminars and obtained training in standardized observational assessments and coding of teachers' emotional, organizational, and instructional practices; acquired Pre-K/Elementary CLASS reliability coder and trainer certification, Center for Advanced Study of Teaching and Learning, University of Virginia, May 4-8, 2009.
- Upon successful application and acceptance, attended all seminars and workshops sponsored by the Preparing Future Faculty Program, Arizona State University, 2007-2008.
- Attended Active and Cooperative Learning Workshop, Summer Institute on College Teaching 2007, sponsored by the Center for Learning and Teaching Excellence, Arizona State University, May 21-25, 2007.
- Edited, reviewed, and formatted Arizona State University fellow-graduate students' theses and dissertations for APA-style, formatting, and writing quality prior to Defense Meetings, 2006-2010.
- Attained advanced statistical training, Arizona State University, 2005-2009:
Analysis of Multivariate Data, Leona S. Aiken
Analysis of Variance, Sanford L. Braver
Applied Missing Data Analysis, Craig K. Enders
Longitudinal Growth Curve Modeling, Craig K. Enders
Multi-level Modeling, Craig K. Enders
Multiple Regression, Leona S. Aiken
Psychometric Methods, Roger E. Millsap
Statistical Mediation Analysis, David P. MacKinnon
Structural Equation Modeling, Roger E. Millsap
- Acquired 120 internship hours working to organize center operations, home visitations, state and county reports, United Way grant writing, parent training seminars, and large-scale community fundraisers as an intern at the not-for-profit Family Enrichment Center, Bowling Green, Kentucky, 2003.

MARILYN S. THOMPSON
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Email: M.Thompson@asu.edu

EDUCATION

- 1999 Ph.D., University of Kansas, Lawrence, Kansas
Major: Educational Psychology & Research - Quantitative Research Methodology
Minor: Psychology - Psychometrics
- 1996 M.A., University of Kansas, Lawrence, Kansas
Major: Curriculum & Instruction - Science Education
- 1989 B.A., Carleton College, Northfield, Minnesota
Major: Chemistry, *cum laude*
Completed Urban Education Program semester of study in Chicago
Student teaching: Whitney Young High School, Chicago Public Schools

PROFESSIONAL EXPERIENCE

Arizona State University, Tempe, Arizona

- 2010 - present Associate Professor, T. Denny Sanford School of Social and Family Dynamics
- 2012 – present Affiliated Researcher, Learning Sciences Institute
- 2011 – present Affiliated Faculty, School of Public Affairs
- 2006 – 2010 Associate Professor, Mary Lou Fulton Institute & Graduate School of Education (2008 – 2010) and Mary Lou Fulton College of Education (2006 – 2008);
Educational Psychology program; Measurement, Statistics, and Methodological Studies concentration
- 2008 Visiting Professor at University of Barcelona during 2008 sabbatical
- 2006 – 2007 Concentration Coordinator for Measurement, Statistics, and Methodological Studies
- 1999 – 2000 Concentration Coordinator for Measurement, Statistics, and Methodological Studies
- 1999 – 2006 Assistant Professor, College of Education, Educational Psychology program;
Measurement, Statistics, and Methodological Studies concentration

University of Kansas, Lawrence, Kansas

- 1996 - 1998 Research Assistant, Institute for Life Span Studies, Research Design & Analysis
Responsibilities included consulting, conducting statistical analyses, writing
research manuscripts, and preparing statistics workshops for Institute researchers.
- 1996 Graduate Teaching Assistant, School of Education, Psychology and Research in
Education. Teaching assistant for graduate-level introductory statistics course.
- 1994 - 1997 Graduate Teaching Assistant, School of Education, Curriculum & Instruction
Instructor of undergraduate science methods course for elementary/middle school
teachers. Field supervisor/evaluator for secondary science student teachers.

Center Senior High School, Center School District, Kansas City, Missouri

- 1991 - 1994 Chair of Science Department with six faculty members
Chaired Secondary Science Curriculum Review (1992-1993)
- 1989 - 1994 Teacher of physics, chemistry, and physical science in grades 9-12
Served on School Improvement Team (1993-1994) and Professional Development
Committee (1993-1994)

PUBLICATIONS

Book and Monograph Chapters (* denotes coauthor was a graduate student when the research was conducted)

- Thompson, M. S. (in press, anticipated 2015). Assessing measurement invariance using structural equation modeling. In Karl Schweitzer and Christine DiStefano (Eds.), *Principles and Methods of Test Construction: Standards and Recent Advancements*. European Association of Psychological Assessment's *Progress in Psychological Assessment* book series. Göttingen, Germany: Hogrefe Publishing. 54 pages.
- Thompson, M. S., & Green, S. B. (2013). Evaluating between-group differences in latent variable means. In G. R. Hancock & R. O. Mueller (Eds.), *A Second Course in Structural Equation Modeling, 2nd ed.* (pp. 163-218). Greenwich, CT: Information Age Publishing, Inc.
- Green, S. B., & Thompson, M. S. (2012). A flexible SEM approach for analyzing means. In R. H. Hoyle (Ed.), *Handbook of Structural Equation Modeling* (pp. 393-416). New York: Guilford Press.
- *Chen, Y.-H., Gorin, J. S., Thompson, M. S., & Tatsuoka, K. K. (2008). An alternative examination of Chinese Taipei mathematics achievement: Application of the rule-space method to TIMSS 1999 data. In M. Von Davier, & D. Hastedt (Eds.), *IERI monograph series: Issues and methodologies in large scale assessments*. Volume 1 (pp. 23-49). United States/Germany: IEA-ETS Research Institute.

Thompson, M. S., & Green, S. B. (2006). Evaluating between-group differences in latent variable means. In G. R. Hancock & R. O. Mueller (Eds.), *A Second Course in Structural Equation Modeling* (pp. 119-169). Greenwich, CT: Information Age Publishing, Inc.

*Mahoney, K., & MacSwan, J., & Thompson, M. (2005). The Conditions of English Language Learners in Arizona: 2005. In A. Molnar (Ed.), *The Condition of PreK-12 Education in Arizona, 2005*. Tempe, AZ: Education Policy Research Laboratory, Arizona State University.

*Mahoney, K., Thompson, M., & MacSwan, J. (2004). English Language Learners. In A. Molnar (Ed.), *The Condition of PreK-12 Education in Arizona, 2004*. Tempe, AZ: Education Policy Research Laboratory, Arizona State University.

Green, S. B., & Thompson, M. S. (2003). Structural equation modeling in clinical research. In M. C. Roberts & S. S. Illardi (Eds.), *Methods of Research in Clinical Psychology: A Handbook* (pp. 138-175). London: Blackwell.

Marquis, J. G., Horner, R. H., Carr, E. G., Turnbull, A. P., Thompson, M. S., Behrens, G. A., Magito-McLaughlin, D., McAtee, M. L., Smith, C. E., Ryan, K. A., & Doolabh, A. (2000). A meta-analysis of positive behavior support. In R.M. Gersten, E.P. Schiller, & S. Vaughn (Eds.), *Contemporary Special Education Research: Syntheses of the Knowledge Base on Critical Instructional Issues* (pp. 138-178). Mahwah, NJ: Lawrence Erlbaum.

Refereed Journal Articles (* denotes coauthor was a graduate student when the research was conducted)

Green, S. B., Thompson, M. S., Levy, R. L., & Lo, W.-J. (2014, Sage OnlineFirst). Type I and Type II error rates and overall accuracy of the revised parallel analysis method for determining the number of factors. *Educational and Psychological Measurement*, 1-30. Published online August 14, 2014. doi:10.1177/0013164414546566, available: <http://epm.sagepub.com/content/early/2014/08/13/0013164414546566.abstract>

*Svetina, D. S., *Crawford, A. V., Levy, R., Green, S. B., *Scott, L., Thompson, M. S., Gorin, J. S., *Fay, D., & *Kunze, K. L. (2013). Designing small-scale tests: A simulation study of parameter recover with the 1-PL. *Psychological Test and Assessment Modeling*, 55, 335-360.

Valiente, C., Eisenberg, N., Spinrad, T. L., *Haugen, R., Thompson, M. & Kupfer, A. (2013). Effortful control and impulsivity as concurrent and longitudinal predictors of academic achievement. *The Journal of Early Adolescence*, 33, 946-972. Published online March 5, 2013. doi: 10.1177/0272431613477239, available: <http://jea.sagepub.com/content/33/7/946.full.pdf+html>.

Restrepo, M. A., *Morgan, G. P., & Thompson, M. S. (2013). The efficacy of a vocabulary intervention for dual language learners with language impairment. *Journal of Speech, Language, and Hearing Research*, 56, 748-765. Published online December 28, 2012. doi: 10.1044/1092-4388(2012/11-0173), available <http://jslhr.asha.org/cgi/reprint/56/2/748>.

- Tragant, E., & Thompson, M. S., & Victori, M. (2013). Understanding foreign language learning strategies: A validation study. *System*, *41*, 95-108. Published online February 12, 2013; available: <http://dx.doi.org/10.1016/j.system.2013.01.007>.
- *Bate, S. L., Stigler, M. H., Thompson, M. S., MacKinnon, D. P., Arora, M., Perry, C. L., & Reddy, K. S. (2012). A qualitative mediation study to evaluate a school-based tobacco prevention program in India (Project MYTRI). *Field Methods*, *24*, 194-215. Available online: <http://fm.sagepub.com/content/24/2/194.full.pdf+html>.
- Green, S. B., Levy, R., Thompson, M. S., *Lu, M., & Lo, W.-J. (2012). A proposed solution to the problem with using completely random data to assess the number of factors with parallel analysis. *Educational and Psychological Measurement*, *72*, 357-374. Available online: <http://epm.sagepub.com/content/72/3/357.full.pdf+html>.
- *Lo, W.-J., Thompson, M. S., & *Chen, Y.-H. (2012). A construct validity examination of the Chinese version of the Parental Bonding Instrument using confirmatory factor analysis. *The International Journal of Educational and Psychological Assessment*, *11*, 20-43. Available online: <https://docs.google.com/file/d/0ByxuG44OvRLPNIFVcmZjNktnaDQ/edit>.
- *Van Vleet, B. B., & Thompson, M. S. An empirical investigation of self-reported ethnicity measures. (2012). *The International Journal of Educational and Psychological Assessment*, *11*, 90-110. Available online: <https://docs.google.com/file/d/0ByxuG44OvRLPMktaV3ZGQVhHOV/edit>.
- *Kapantzoglou, M., Restrepo, M. A., & Thompson, M. S. (2012). Dynamic assessment of word learning skills: Identifying language impairment in bilingual children. *Language, Speech, and Hearing Services in Schools*, *43*, 81-96. doi:10.1044/0161-1461(2011/10-0095).
- *Chen, Y.-H., Thompson, M. S., & Kromrey, J. D., & Chang, G. H. (2011). Relations of student perceptions of teacher oral feedback with teacher expectancies and student self-concept. *Journal of Experimental Education*, *79*, 452-477.
- Green, S. B., & Thompson, M. S. (2010; actually published Oct 2011). Can specification searches be useful for hypothesis generation? *Journal of Modern Applied Statistical Methods*, *9*, 160-171.
- *Crawford, A., Green, S. B. Levy, R., *Lo, W-J, *Scott, L., *Svetina, D. S., & Thompson, M. S. (authorship alphabetical; 2010). Evaluation of parallel analysis methods for determining the number of factors. *Educational and Psychological Measurement*, *70*, 885-901.
- *Chen, Y.-H., Ferron, J., Thompson, M. S., Gorin, J. S., & Tatsuoka, K. (2010). Group comparisons of mathematics performance from a cognitive diagnostic perspective. *Educational Research and Evaluation*, *16*, 325-343. doi: 10.1080/13803611.2010.527760.
- *Iyer, R.V, Kochenderfer-Ladd, B., Eisenberg, N.E., & Thompson, M. S. (2010). Peer victimization and effortful control: Relations to school engagement and academic achievement. *Merrill-Palmer Quarterly*, *56*, 361-387.

- *Osborn Popp, S. E., Ryan, J. M., & Thompson, M. S. (2009). The critical role of anchor paper selection in writing assessment validity. *Applied Measurement in Education, 22*, 255-271.
- *Bate, S. L., Stigler, M. H., Thompson, M. S., Arora, M., Perry, C. L., Reddy, K. S., & MacKinnon, D. P. (2009). Psychosocial mediators of a school-based tobacco prevention program in India: Results from the first year of Project MYTRI. *Prevention Science, 10*, 116-128. (Also published electronically November 21, 2008. Available: <http://www.springerlink.com.ezproxy1.lib.asu.edu/content/2g564tpj6112m4k2/fulltext.html>).
- *Chen, Y.-H., Gorin, J. S., Thompson, M. S., & Tatsuoka, K. (2008). Cross-cultural validity of the TIMSS-1999 mathematics test: Verification of a cognitive model. *International Journal of Testing, 8*, 251-271. doi: 10.1080/15305050802262217.
- Cathers-Schiffman, T. A., & Thompson, M. S. (2007). Assessment of English- and Spanish-speaking students with the WISC-III and Leiter-R. *Journal of Psychoeducational Assessment, 25*, 41-52.
- *Michalik, N. M., Eisenberg, N., Spinrad, T. L., Ladd, B., Thompson, M. S., & Valiente, C. (2007). Longitudinal relations among parental personality, emotional expressivity, youths' sympathy, and prosocial behavior. *Social Development, 16*, 1-24.
- Thompson, M. S., Gorin, J. S., *Obeidat, K., & *Chen, Y.-H. (2006). Understanding differences in postsecondary educational attainment: A comparison of predictive measures for black and white students. *Journal of Negro Education, 75*, 546-562.
- Green, S. B., & Thompson, M. S. (2006). Structural equation modeling for conducting tests of differences in multiple means. *Journal of Psychosomatic Medicine, 68*, 706-717.
- Thompson, M. S., Green, S. B., *Chen, Y.-H., *Stockford, S. M., & *Lo, W.-J. (2005). Power of the *t* test for normal and mixed normal distributions. *Journal of Modern Applied Statistical Methods, 4*, 591-597.
- Eisenberg, N., Spinrad, T. L., Fabes, R. A., Reiser, M., Cumberland-Li, A., Shepard, S. A., Valiente, C., Losoya, S. H., Guthrie, I. K., & Thompson, M. S. (2004). The relations of effortful control and impulsivity to children's resiliency and adjustment. *Child Development, 75*, 25-46.
- *Dyck, C., Schneider, I., Thompson, M., & Virden, R. (2003). Specialization among mountaineers and its relationship to environmental attitudes. *Journal of Park and Recreation Administration, 21*, 44-62.
- Thompson, M. S., *DiCerbo, K. E., *Mahoney, K., & MacSwan, J. (2002, January 25). ¿Exito en California? A validity critique of language program evaluations and analysis of English learner test scores. *Education Policy Analysis Archives, 10*(7), 1-48. Available <http://epaa.asu.edu/ojs/article/view/286/412>.
- Kemper, S., Thompson, M. S., & Marquis, J. G. (2001). Longitudinal change in language

production: Effects of aging and dementia on grammatical complexity and propositional content. *Psychology and Aging*, 16, 600-614.

Green, S. B., & Thompson, M. S., & Poirer, J. (2001). An adjusted Bonferroni method for elimination of parameters in specification addition searches. *Structural Equation Modeling*, 8, 18-39.

Green, S. B., Marquis, J. G., Hershberger, S. L., Thompson, M. S., & McCollam, K. M. (1999). The overparameterized analysis-of-variance model. *Psychological Methods*, 4, 214-233.

Green, S. B., Thompson, M. S., & Poirer, J. (1999). Exploratory analyses to improve model fit: Errors due to misspecification and a strategy to reduce their occurrence. *Structural Equation Modeling*, 6, 113-126.

Green, S. B., Thompson, M. S., & Babyak, M. A. (1998). A Monte Carlo investigation of methods for controlling Type I errors with specification searches in structural equation modeling. *Multivariate Behavioral Research*, 33, 365-383.

Invited Journal Articles

Eisenberg, N., Thompson, M. S., Augir, S., & *Stanley, E. H. (2002). "Getting in" revisited: An analysis of manuscript characteristics, reviewers' ratings, and acceptance of manuscripts in *Psychological Bulletin*. *Psychological Bulletin*, 128, 997-1004.

Book In Progress

Thompson, M. S., & Green, S. B. (in progress). *Structural Equation Modeling*. Oxford University Press. This volume on structural equation modeling is under contract with Oxford Press for a book series called *Understanding Statistics*. I have completed some preliminary work for this book, and look forward to completing the project during my sabbatical in 2014-2015.

Science Textbooks

The following books are secondary-level science textbooks published by Glencoe/McGraw-Hill that have been used widely in schools around the country. All physical science related titles (i.e., all books except *Science Interactions*) contain shared and extended material with the original textbook, of which I authored 12 chapters of physics content (approx. half of the book). I originally wrote these while teaching high school science and pursuing graduate work in science education. I maintain an interest in science education and have continued to revise these texts.

McLaughlin, C. W., Thompson, M. S., & Zike, D. (alphabetical; 2012, 2008, 2005, 2002, 1999, 1997). *Glencoe Physical Science*. Glencoe / McGraw-Hill: New York.

Feather, R. M., McLaughlin, C. W., & Thompson, M. S., & Zike, D. (alphabetical; 2012, 2009, 2006). *Glencoe Physical Science with Earth Science*. Glencoe / McGraw-Hill: New York.

National Geographic Society, McLaughlin, C. W., Thompson, M. S., & Zink, D. (alphabetical; 2002). *Integrated Physics and Chemistry*. Glencoe / McGraw-Hill: New York.

Avakian, R. W., Blaustein, D., McLaughlin, C. W., Reel, K., Thompson, M. S., Wulff, J., & Zitzewitz, P. W. (alphabetical; 1999, 1996). *Science Interactions Course 4*. Glencoe / McGraw-Hill: New York.

Thompson, M. S., McLaughlin, C. W., & Smith, R. G. (1995). *Physical Science*. Glencoe / McGraw-Hill: New York.

Smith, R. G., Balinger, J. & Thompson, M. S. (1993). *Physical Science*. Glencoe / McGraw-Hill: New York.

Evaluations and Technical Reports

Lo, W., Thompson, M. S., & Potts, S. (2007). *An empirical approach to understanding freshman persistence at ASU*. Report commissioned by the ASU Vice Provost and Dean of University College.

Lo, W., & Thompson, M. S. (2006). *An analysis of freshman persistence in the ASU 2002-2004 cohorts*. Report commissioned by the ASU Vice Provost as part of Retention Task Force activities.

Thompson, M. S., Bhatia, S., Lo, W., & Stockford (2004). *Report on the 2004 Teacher Demand Survey*. Report on survey of the demand for teachers in Maricopa and Pinal counties.

Spencer, D. A., Thompson, M. S., Bhatia, S., Lo, W., Harthun, M. L., Murphy, S., & Flanagan, K. (2003). *Project Venture Technology Innovation Challenge Grant, Formative Evaluation Report: Year 5*. Formal evaluation submitted to the U. S. Department of Education.

Spencer, D. A., Thompson, M. S., Bhatia, S., Lo, W. (2003). *Review of Software for Arizona School Services through Educational Technology and the Cox Education Network's Learning Station*. Formal evaluation submitted to Arizona School Services through Educational Technology.

Spencer, D. A., Thompson, M. S., Bhatia, S., Puri, S., Lo, W., Harthun, M. L., Murphy, S., Foro, J., & Flanagan, K. (2002). *Project Venture Technology Innovation Challenge Grant, Formative Evaluation Report: Year 4*. Formal evaluation submitted to the U. S. Department of Education.

Spencer, D. A., Thompson, M. S., Yu, C. H., Puri, S., Bhatia, S., Harthun, M. L., Murphy, S., Foro, J., & Flanagan, K. (2001). *Project Venture Technology Innovation Challenge Grant, Formative Evaluation Report: Year 3*. Formal evaluation submitted to the U. S. Department of Education.

SPONSORED PROJECTS

Funded

2014-2017 Spencer, T. (PI), Petersen, D. (co-PI), Restrepo, M. A. (co-PI), & Thompson, M. S. (co-PI). Development of a dual language narrative curriculum. Revision submitted September 4, 2013 after previous review, to Institute for Education

Sciences – Early Learning Programs and Policies; Goal 2: Development and Innovation. Under Review.

Proposal number: 14010199

Award period: 8/1/2014 – 7/31/2017

Total Amount: Total \$1,481,976; ASU share \$301,016 (Thompson 50%)

- 2012-2017 Valiente, C. (P.I), Eisenberg, N., Spinrad, T., Thompson, M. S., & Pina, A. (Co-P.I.s). The roles of emotion, regulation, and peer context in children’s achievement. Funded by National Institutes of Health – National Institute of Child Health & Human Development.
Award number: 11080549
Award period: 6/1/2012 to 5/31/2017
Total Amount: \$ 2,531,730 over five years (Thompson 10%)
- 2009-2012 Luft, J. A. (P.I.), & Thompson, M. S. (Co-P.I.). Persistent, Enthusiastic, Relentless: Study of Induction Science Teachers (PERSIST). National Science Foundation – Discovery Research K-12 Program.
Award number: 0918697
Award period: 8/1/2009 to 7/31/2012
Amount: \$ 895,883 (Thompson 25%)
- 2006-2009 Gutierrez-Clellan, V. F., & Restrepo, M. A. (P.I.s); Thompson, M. S. (methodological consultant). Vocabulary, Oral Language, and Academic Readiness (VOLAR): A Language Intervention for Latino Preschool English Language Learners with Language Disorders. Institute of Education Sciences, U. S. Department of Education.
Award number: R324E06073
Award period: 6/1/2006 to 5/31/2009
Amount: \$1,425,540 overall, with \$662,945 subcontract to ASU
- 2007 Gutierrez-Clellan, V. F. (P.I.). Thompson, M. S. (statistical consultant). Vocabulary, Oral Language, and Academic Readiness (VOLAR): A Language Intervention for Latino Preschool English Language Learners. Under review with the Department of Health and Human Services Administration for Children and Families in the program Head Start University Partnership Research Grants: English Language Learners (ELLs) in Head Start and Early Head Start Programs.
Amount: \$100,000
- 2004-2006 Middleton, J. A. (PI), Flores, A., Carlson, M., Baek, J. M., Atkinson, R., Thompson, M. S., & Millsap, R. (co-PIs). *A Longitudinal Study of the Development of Rational Number Knowledge in the Middle Grades*. Funded by the Research on Learning in Education (ROLE) grant program of the National Science Foundation.
My chief role is to provide direction for the design, collection, and analysis of assessment data for the longitudinal study. I was consistently involved in grant activities in 2004-2005, but participated in 2005-2006 as an occasional consultant.
Amount: \$1,400,000 for three years
- 2000-2005 Thompson, M. S. (PI). *Measurement, Research, and Computer Support for the*

Cisco Networking Academies Assessment Systems. Funded by Cisco Systems. This grant has been a major source of funding for the EDCARE laboratory. I have supervised graduate students and research professionals on projects to enhance the Cisco Networking Academies assessment system.

Amount: \$345,000 for two years; \$103,000 continuance for third year; \$110,000 continuance for fourth year; \$60,000 for fifth year.

- 2004-2005 Gorin, J. G. & Thompson, M. S. (co-PIs). *The Pursuit of Postsecondary Education: Exploring Underrepresented Groups in Arizona*. Internal Stimulus Grant funded by the ASU College of Education.
Amount: \$40,000 for one year
- 2000-2003 Spencer, D. (PI). Thompson, M. S. (consultant). *Evaluation for Project Venture Technology Innovation Challenge Grant*. Funded through the Project Venture Grant from the U. S. Department of Education.
Dr. Dee Spencer was the primary evaluator for the grant, which supports technology training in 4 urban/suburban school districts and 13 rural districts in Maricopa County. I directed graduate students in the EDCARE laboratory in the development, support, and data analysis for a web-based evaluation tool.
Amount: \$117,571 for 2001; \$150,000 for 2002; and \$120,000 for 2003
- 2003 Spencer, D. & Thompson, M. S. (co-PIs). *Review of Software for Arizona School Services Through Educational Technology and the Cox Education Network's Learning Station*. Funded by Arizona School Services Through Educational Technology.
Amount: \$7,500
- 2000-2002 MacSwan, J. (PI). Thompson, M. S. (methodology writer and consultant). *Beyond Program Effectiveness Research: Explaining Low Achievement in Limited English Proficient Students*. Funded by the Field-Initiated Studies grant program in the U.S. Department of Education.
I wrote the methodology for a structural equation modeling analysis of data collected in this study. I will direct the analysis of the data and contribute to the writing of papers based on our findings.
Amount: \$700,000 over three years; no-cost extension awarded for 2003-2005
- 2001-2002 Thompson, M. S., & Bhatia, S. (co-PIs). *Development of an On-line Professional Growth Management System*. Funded by Kyrene Elementary School District.
Amount: \$20,000 for one year
- 2001-2002 Stockford, S. M., & Thompson, M. S. (co-PIs). *Development of an On-line Data Management System for the Teacher Demand Project*. Funded by ASU East Campus Provost's Office.
Amount: approx. \$10,000 for one year
- 1999-2000 Thompson, M. S. & Ryan, J. (co-PIs) *Technical Assistance for the CISCO Networking Academies Assessment Systems*. Funded by Cisco Systems, Inc.
Amount: \$219,000 for one year

Under Review or Not Funded

- 2014 Miller, C. (PI), Reisslein, M. (co-I), Hedberg, E. (co-I), & Thompson, M. S. (consultant). Equity in Engineering: Understanding and Promoting All Elementary School Children's Knowledge of and Motivation to Engage in Engineering. Submitted November 5, 2014 to the National Science Foundation – Innovative Technology Experiences for Students and Teachers (ITEST) grant program. Under review.
Proposed award period: 5/15/2015 to 5/15/2018
Proposed amount: \$856,613 over 3 years (Thompson \$3,000 per year as consultant)
- 2014 Burkins, J., (PI), Yaris, K. (PI), Thompson, M. (consultant), & Green, S. B. (consultant). Evaluation Project for Riviera Beach Literacy Project. Submitted in October 6, 2014 to Foundation. Funded without consultant budget.
Proposed award period: 12/1/2014 to 6/30/2018
Proposed amount: \$516,600 over 3.5 years (Thompson paid as consultant)
- 2013 Fabes, R. (PI), Bradley, R. (co-I), Swanson, J. (co-I), Abry, T. (co-I), & Thompson, M. S. (co-I). The Parent Coach Toolbox: An Innovative Professional Development Intervention to Enhance Head Start Families' Well-Being and Children's School Readiness. Submitted July 26, 2014 to the Department of Health and Human Services – Head Start University Partnerships: Dual-Generation Approaches program. Not funded.
Proposed award period: 7/1/2014 to 6/30/2019
Proposed amount: \$2,406,892 over 5 years (Thompson 10%)
- 2012 Valiente, C. (P.I.), Bradley, R. (P.I.), Roosa, M., Thompson, M. S., & Lopez, S., (Co-P.I.s). Mexican American Children's Early School Success: An Ecological Approach. Submitted to the National Institutes of Health (revised and resubmitted based on feedback; initial version submitted in 2011). Not funded.
Total Proposed Amount: \$ 3,482,290 over five years (Thompson 10%)
- 2011 Valiente, C. (P.I.), Bradley, R. (P.I.), Cooper, C., & Thompson, M. S., Lopez, S., & Roosa, M. (Co-P.I.s). Mexican American Children's Early School Success: An Ecological Approach. Submitted to the National Institutes of Health. Not funded.
Total Proposed Amount: \$ 3,266,936 over five years (Thompson 10%)
- 2010 Atwill, K. (P.I.), Blanchard, J. (Co-P.I.), & Thompson, (Co-P.I.). Tools of the Mind, Pre-K: Additional Activities and Scaffolds for Children with Hearing Impairment. Submitted to United States Department of Education – Institute for Education Sciences. Not funded.
Proposed Amount: \$ 146,121 for ASU share of grant (Thompson 50%)
- 2010 Valiente, C. (P.I.), Eisenberg, N., Spinrad, T., & Thompson, M. S. (Co-P.I.s). The roles of emotion, regulation, and peer context in children's achievement. Submitted to the National Science Foundation (larger version of project was later funded by NIH).
Proposed Amount: \$ 749,198 over four years (Thompson 5%)

- 2010 MacSwan, J. (P.I), & Thompson, M. S. (Co-P.I.). Sequential Bilingualism in School Settings: The Role of Oral Language Development, Vocabulary, and Literacy in Rate of English Language Acquisition. National Institutes of Health. Proposed Amount: \$ 3,000,000 over five years (Thompson 25%)
- 2006 MacSwan, J. (P.I), & Thompson, M. S. (Co-P.I.). Individual Differences in Rate of Acquisition of English among Spanish Background Immigrant Children in the U. S. Revised following review with the National Institute of Child Health and Human Development. Proposed Amount: \$ 3,000,000 over five years (Thompson 25%)
- 2004 Ramakrishna, B.L. (P.I.); Amazeen, E., Glaunsinger, W. S., Gorin, J. S., McBeath, M., Pizziconi, V. B., Ramakrishna, P., Razdan, A., Silberman, S., & Thompson, M.S. (Senior Investigators, listed alphabetically). *Optimization of Nanoscale Education*. National Science Foundation – ROLE Initiative. Proposed Amount: \$1,750,000 over three years.
- 2003 Garcia, E. E., Wiley, T. G., & Thompson, M. S. The Implementation of Educational Reforms and the Impact on Language Minority Students in Arizona. Proposal submitted to the Spencer Field-Initiated Studies grant program in the U.S. Department of Education, following successful review of preproposal. Proposed amount: \$346,000 for two years.
- 2002 Garcia, E. E., Wiley, T. G., Stritikus, T., MacSwan, J., & Thompson, M.S. The Implementation of Educational Reforms and English Language Learning Students: A Three-State Comparison. Preproposal submitted to the Spencer Field-Initiated Studies grant program in the U.S. Department of Education. Proposed amount: \$494,000 for two years.
- 2001 Combs, M. C., Moll, L., & Crawford, J. (Co-P.I.s); Thompson, M.S. & Green, S.B. (Methodological consultants/Research associates). *Assessing School Reform by Referendum: The Impact of Arizona's Proposition 203 on the Education of English Learners*. Submitted to the Field-Initiated Studies grant program in the U.S. Department of Education. Proposed Amount: \$1,720,000 over three years.
- 2001 Hackett, G. (P.I.); Anderson-Rowland, M., & Maienschein, J. (Co-P.I.s); Green, P., Grimm, N., Gutierrez, Houston, S., Lohr, S., Moore, A., Raupp, Reed, H., Ritchie, Si, J., Thompson, M. S., & Zatz, M. S. (Senior Investigators, listed alphabetically). *Advancing Women in the Sciences and Engineering*. Submitted to the National Science Foundation ADVANCE Program, May, 2001. Proposed Amount: \$3,750,000.
- 2000 Ramakrishna, B.L. (P.I.); Amazeen, E., Glaunsinger, W. S., McBeath, M., Pizziconi, V. B., Ramakrishna, P., Razdan, A., Silberman, S., & Thompson, M.S. (Senior Investigators, listed alphabetically). *Optimization of Nanoscale Education*. National Science Foundation – ROLE Initiative. Proposed Amount: \$2,240,194 over three years.

PROFESSIONAL PRESENTATIONS

Refereed Conference Presentations

Kapantzoglou, M., Restrepo, M. A., Gray, S., Thompson, M. S., & Gorin, J. (November, 2014). How are children grouped in an unclassified sample based on CELF-4 Spanish? A latent profile analysis. Poster presented at the annual meeting of the American Speech-Language-Hearing Association, Orlando, FL.

O'Brien, J., Hagler, D., & Thompson, M. S. (September, 2014). A validation protocol for nursing simulation scenario development. Paper presented as a concurrent session at the National League for Nursing Education Summit, Phoenix, AZ.

Kapantzoglou, M., Restrepo, M. A., Gray, S., Thompson, M. S., & Gorin, J. (June, 2014). Bilingual children with and without language impairment: Are there only two groups? Poster presented at the 35th annual Symposium on Research in Child Language Disorders, Madison, WI.

Runnion, E., Ratiu, I., Restrepo, M. A., Gray, S., Gorin, J., & Thompson, M. S. (June, 2014). Comparing the measurement structure of a language screener between Spanish-speaking children with and without language impairment. Poster presented at the 35th annual Symposium on Research in Child Language Disorders, Madison, WI.

Liu, Y., & Thompson, M. S. (April, 2014). The impact of partial factorial invariance on between-group comparisons of latent means for a second-order factor. Presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

Green, S. B., Lai, K., Levy, R., Xu, Y., Yel, N., Thompson, M. S., Eggum-Wilkens, N., Kunze, K., Iida, M., & Reichenberg, R. (April, 2014). Assessing model similarity in structural equation modeling. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

Lo, W.-J., & Thompson, M. S. (August, 2013). Investigating item wording effects and invariance for a parenting measure. Poster presented at the annual meeting of the American Psychological Association, Honolulu, HI.

Kube, E., Tracey, T. J. G., Thompson, M., & Green, S. (2013, August). Modeling motivation: Examining the structural validity of the Sport Motivation Scale-6 among runners. Poster presented at the annual convention of the American Psychological Association, Honolulu, Hawaii.

Kapantzoglou, M., Restrepo, M. A., Gray, S., Thompson, M. S., & Gorin, J. (June, 2013). Latent language ability groups in bilingual children. Poster presented at the 34th annual Symposium on Research in Child Language Disorders, Madison, WI.

Runnion, E., Schlesinger, N., Restrepo, M. A., Gray, S., Gorin, J., & Thompson, M. S. (June, 2013). Measurement structure of linguistic and processing skills on a new measure to screen Spanish-speaking students. Poster presented at the 34th annual Symposium on

Research in Child Language Disorders, Madison, WI.

- Green, S. B., Thompson, M. S., Levy, R., & Redell, N. (May, 2013). Accuracy of revised parallel analysis for assessing dimensionality with ordered categorical response data. Presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Bryce, C. I., Field, R. D., Martin, C. L., Thompson, M. S., & Hanish, L.D. (April, 2013). Measurement invariance and same-sex aggression: A look at equivalent construct measurement between boys and girls. Poster presented at the Society for Research in Child Development conference, Seattle, WA.
- Van Vleet, B. B., & Thompson, M. S. (April, 2012). An investigation of power analysis in latent growth modeling. Presented at the annual meeting of the American Educational Research Association, Vancouver, BC, Canada.
- Green, S. B., Lo, W.-J., Thompson, M. S., & Levy, R. (April, 2012). A stepwise hypothesis-testing approach to assess the number of underlying factors: Revised parallel analysis as an alternative to maximum likelihood testing. Presented at the annual meeting of the American Educational Research Association, Vancouver, BC, Canada.
- Kapantzoglou, M., Thompson, M. S., Restrepo, M. A., Gorin, J., & Gray, S. (June, 2011). Assessing Measurement Bias in Spanish Sentence Repetition and Morphology Tasks. Poster presented at the annual meeting of the Symposium on Research in Child Language Disorders, Madison, WI.
- Green, S. B., Levy, R., Thompson, M. S., Lu, M., Lo, W.-J., Svetina, D., Crawford, A., & Scott, L. (April, 2011). Use of completely random data to assess the number of factors with parallel analysis: An empirical evaluation of a conceptual flaw and its correction. Presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Thompson, M. S., Tragant, E., & Victori, M. (March, 2011). A structural model for foreign language learning motivation, strategies, and achievement. Presented at the annual meeting of the American Association for Applied Linguistics, Chicago, IL.
- Stockford, S. M., & Thompson, M. S. (May, 2010). Meta-analysis of intraclass correlation coefficients from multilevel models of educational achievement. Presented at the annual meeting of the American Educational Research Association, Denver, CO.
- Tragant, E., & Victori, M., & Thompson, M. S. (May, 2010). Learning strategies, motivation and linguistic achievement in foreign language learners: A structural model. Presented at the annual meeting of the American Educational Research Association, Denver, CO.
- Green, S. B., & Thompson, M. S. (May, 2010). Interpretation of parameters in models with composite factors. Presented at the annual meeting of the American Educational Research Association, Denver, CO.
- Kapantzoglou, M., Restrepo, M. A., & Thompson, M. S. (November, 2009). Can dynamic

assessment of word learning skills differentiate English language learners with and without language impairment? Presented at the annual meeting of the American Speech-Language-Hearing Association, New Orleans, LA.

Restrepo, M. A., Thompson, M. S., Morgan, G., Smyk, K., & Kapantzoglou, M. (June, 2009).

Vocabulary intervention in bilingual children with specific language impairment.

Presented at the annual Symposium on Research in Child Language Disorders, Madison, WI.

Lo, W.-J., & Thompson, M. S. (April, 2009). Using goodness-of-fit indices and alternative search procedures for identifying partial measurement invariance. Presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Crawford, A., Green, S. B. Levy, R., Lo, W-J, Scott, L., Svetina, D. S., & Thompson, M. S. (authorship alphabetical; April, 2009). Evaluation of parallel analysis methods for determining the number of factors. Presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Iyer, R.V, Kochenderfer-Ladd, B., Eisenberg, N.E., & Thompson, M. S. (February, 2009).

Linking emotion regulation to academic achievement: The role of children's peer relationships and school engagement. Presented at the annual meeting of the Society for Research on Child Development, San Diego, CA.

Thompson, M. S., Tragant, E., & Victori, M. (August, 2008). The interplay between learning strategies, motivation and linguistic achievement in foreign language learners. Presented at the annual meeting of the International Association of Applied Linguistics, Essen, Germany.

Chen, Y.-H., Gorin, J. S., Thompson, M. S., & Tatsuoka, K. (April, 2008). Subgroup comparisons of Taiwanese mathematics performance. Presented at the annual meeting of the American Educational Research Association, New York, New York.

MacSwan, J., Thompson, M. S., de Klerk, G., & McAlister, K. (March, 2008). Facilitation theory and the time-on-task principle: A structural equation modeling analysis. Presented at the American Association for Applied Linguistics, Washington, DC.

MacSwan, J., Thompson, M. S., de Klerk, G., & McAlister, K. (March, 2008). Beyond program effectiveness research: Explaining differences in English learners' academic achievement. Annual meeting of the California Association for Bilingual Education, San Jose, California.

MacSwan, J., Thompson, M. S., de Klerk, G., & McAlister, K. (February, 2008). An empirical evaluation of theories underlying structured English immersion and bilingual education. Presented at the annual Language and Literacy Conference, Tempe, Arizona.

MacSwan, J., Thompson, M. S., de Klerk, G., & McAlister, K. (May, 2007). Theory, research, and theory-driven research: Explanations of academic achievement differences among English language learners. Presented at the annual meeting of the University of California Linguistic Minority Research Institute, Tempe, Arizona.

- Chen, Y.-H., Gorin, J. S., Thompson, M. S., & Tatsuoka, K. (April, 2007). An alternative examination of Taiwanese mathematics achievement: Application of rule-space methodology to TIMSS-1999. Presented at the annual meeting of the American Educational Research Association, Chicago, Illinois.
- Green, S. B., Thompson, M. S., & Krieger, T. (April, 2007). Type I error and power of MANOVA: A comparison of traditional and SEM-based approaches. Presented at the annual meeting of the American Educational Research Association, Chicago, Illinois.
- Lo, W.-J., & Thompson, M. S. (April, 2007). A study of freshmen persistence using components of Tinto's model. Presented at the annual meeting of the American Educational Research Association, Chicago, Illinois.
- O'Brien, J., & Thompson, M. S. (April, 2007). Medical students' intent to employ evidence-based medicine and their perceptions of its' effectiveness, efficiency, and use. Presented at the annual meeting of the American Educational Research Association, Chicago, Illinois.
- Iyer, R., Kochenderfer-Ladd, B., Eisenberg, N., & Thompson, M. (March, 2007). Effortful control and peer interactions: Predictors of children's school adjustment? Presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.
- Eisenberg, N., Michalik, N., Spinrad, T. L., Ladd, B., & Thompson, M., & Valiente, C. (March, 2007). Longitudinal relations among parental emotional expressivity and sympathy and prosocial behavior in adolescence. Presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.
- Thompson, M. S., Gorin, J. S., Obeidat, K., & Chen, Y.-H. (April, 2006). Academic precursors of underrepresented groups in postsecondary education: Findings from multiple data sources. Presented at the annual meeting of the American Educational Research Association, San Francisco, California.
- Green, S. B., & Thompson, M. S. (April, 2006). Evaluating between-group differences in latent variable means. Presented at AERA-sponsored workshop at Annual Meeting of the American Educational Research Association.
- Chen, Y.-H., Gorin, J. S., Thompson, M. S., & Tatsuoka, K. (April, 2006). Verification of cognitive attributes required to solve the TIMSS-1999 mathematics items for Taiwanese students. Presented at the annual meeting of the American Educational Research Association, San Francisco, California.
- MacSwan, J., de Klerk, G., Thompson, M. S., & McAlister, K. (April, 2006). Beyond program effectiveness research: Explaining academic achievement differences among English language learners. Presented at the annual meeting of the American Educational Research Association, San Francisco, California.
- Gorin, J. S., Thompson, M. S., Obeidat, K., & Chen, Y.-H. (October, 2005). Using multiple data sources to support diversity research: Examining underrepresentation in postsecondary education. Presented at the annual meeting of the American Council on Education,

Phoenix, Arizona.

Thompson, M. S., & Lo, W.-J. (April, 2005). Assessing partial invariance with forward and backward search methods. Presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

Yang, Y., Argo, A., Lo, W.-J., Chen, Y.-H., Krech, P., Mitchell, L., Green, S. B., Gorin, J., & Thompson, M. S. (April, 2005). Item analysis methods for emergent factors: A case study of a stress scale. Presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

Bate, S. L., & Thompson, M. S. (April, 2005). Examining individual risk factors and full-day kindergarten as predictors of early reading achievement in the ECLS-K. Presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

de Klerk, G., Kuriakose, A., Obeidat, K., & Thompson, M. S. (April, 2005). The relationship between native language support and dropout status of Hispanic children. Presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

Chen, Y.-H., & Thompson, M. S. (October, 2004). Confirmatory factor analysis of a self-concept inventory. Presented at the annual meeting of the Arizona Educational Research Organization, Tempe, Arizona.

Green, S. B., & Thompson, M. S. (April, 2004). Assessment of essential unidimensionality and the Schmid-Leiman transformation. Presented at the annual meeting of the American Educational Research Association, San Diego, California.

Thompson, M. S., & Lewis, S. (February, 2004). Using national datasets to conduct educational research: Examining racial, ethnic, and language minority subpopulations. Presented at the Relevance of Assessment and Culture in Education conference, Tempe, Arizona.

Thompson, M. S. (October, 2003). Secondary analysis of large data sets: Perks and pitfalls for educational researchers. Coordinator and chair of symposium presented at the annual meeting of the Arizona Educational Research Organization, Tempe, Arizona.

Chen, Y.-H., & Thompson, M. S. (April, 2003). Relations among teacher expectancies, student perceptions of teacher oral feedback, and student self-concept: An empirical study in Taiwanese elementary schools. Presented at the annual meeting of the American Educational Research Association, Chicago, Illinois.

Green, S. B., & Thompson, M. S. (April, 2003). Understanding discriminant analysis/MANOVA through structural equation modeling. Presented at the annual meeting of the American Educational Research Association, Chicago, Illinois.

Lo, W.-J., & Thompson, M. S. (April, 2003). The Parental Bonding Instrument: A confirmatory factor analytic comparison of alternative models in a Taiwanese sample. Presented at the annual meeting of the American Educational Research Association, Chicago, Illinois.

- Osborn Popp, S., Ryan, J., Thompson, M. S., & Behrens, J. (April, 2003). Operationalizing the rubric: The effect of benchmark selection on the assessed quality of writing. Presented at the annual meeting of the American Educational Research Association, Chicago, Illinois.
- Thompson, M. S., Green, S. B., Stockford, S. M., Chen, Y.-H., & Lo, W.-J. (April, 2002). The .05 Level: The probability that the independent-samples t test should be applied? Presented at the annual meeting of the American Educational Research Association, New Orleans, Louisiana.
- MacSwan, J., Stockford, S. M, Mahoney, K. S., Thompson, M. S., & DiCerbo, K. E. (April, 2002). Effective programs for English learners: A longitudinal study of academic achievement of children in bilingual and ESL programs. Presented at the annual meeting of the American Educational Research Association, New Orleans, Louisiana.
- Stockford, S., Lo, W.-J., Chen, Y.-H., Thompson, M. S., Green, S. B., & Yu, C. H. (October, 2001). Confronting the statistical assumptions: New alternatives for comparing groups. Presented at the annual meeting of the Arizona Educational Research Organization, Tempe, Arizona.
- Aasen, P. V., Horner, P. A., Thompson, M. S, Robinson-Kurpius, S. E., & Kerr, B. A. (August, 2001). Revised Feminist Identity Development Scale (FIDS): A factor analysis. Presented at the annual convention of the American Psychological Association, San Francisco, California.
- Thompson, M. S., Stockford, S., & Dicerbo, K. (April, 2001). Statistical models for student outcomes and variability among academies. Presented at the annual meeting of the American Educational Research Association, Seattle, Washington.
- Thompson, M. S., DiCerbo, K., Mahoney, K., & MacSwan, J. (February, 2001). ¿Exitó en California? A critical appraisal of achievement trajectories under Proposition 227. Presented at the annual meeting of the National Association for Bilingual Education, Phoenix, Arizona.
- Thompson, M. S. (April, 2000). Investigating dependency at the classroom and school levels in educational research: A multilevel approach. Presented at the annual meeting of the American Educational Research Association, New Orleans, Louisiana.
- Tomoff, J., Thompson, M. S., & Behrens, J. (April, 2000). Measuring NCTM-recommended practices and student achievement with TIMSS. Presented at the annual meeting of the American Educational Research Association, New Orleans, Louisiana.
- Kemper, S., Thompson, M. S., & Marquis, J. G. (November, 1999). Longitudinal change in language production: Effects of aging and dementia on grammatical complexity and propositional density. Presented at the University of Southern California Speech Production Conference, Los Angeles, California.
- Thompson, M. S., & DeMark, S. (September, 1999). An introduction to structural equation modeling in educational research. Presented at the annual meeting of the Arizona Educational Research Organization, Flagstaff, Arizona.

- Thompson, M. S., & Green, S. B. (April, 1999). Replicability of model modifications resulting from specification searches in structural equation modeling: A case-study approach. Presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Green, S. B., & Thompson, M. S., & Poirer, J. (April, 1999). An adjusted Bonferroni method for elimination of parameters in specification addition searches. Presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Thompson, M. S., Green, S. B., & Poirer, J. (April, 1998). A Monte Carlo investigation of chi-square tests for assessing unidimensionality of binary items using structural equation modeling. Presented at the annual meeting of the American Educational Research Association, San Diego, California.
- Green, S. B., Thompson, M. S., & Babyak, M. A. (April, 1998). A Monte Carlo investigation of methods for controlling Type I errors with specification searches in structural equation modeling. Presented at the annual meeting of the American Educational Research Association, San Diego, California.
- Green, S. B., Thompson, M. S., & Poirer, J. (April, 1998). An evaluation of Lagrange multiplier tests in specification searches. Presented at the annual meeting of the American Educational Research Association, San Diego, California.
- Green, S. B., & Thompson, M. S. (March, 1997). A Monte Carlo investigation of methods for conducting specification searches in confirmatory factor analysis. Presented at the annual meeting of the American Educational Research Association, Chicago, Illinois.

Other Conference Participation

- Thompson, M. S. (May, 2010). Discussant in Structural Equation Modeling SIG session on mixture models at the annual meeting of the American Educational Research Association, Denver, CO.
- Thompson, M. S. (May, 2010). Chair/moderator in Educational Statisticians SIG roundtable discussion session at the annual meeting of the American Educational Research Association, Denver, CO.
- Thompson, M.S. (April, 2007). Program Chair of structural equation modeling special interest group and Chair of Division D paper session at the annual meeting of the American Educational Research Association, Chicago, IL.
- Thompson, M.S. (April, 2006). Chair of educational statisticians special interest group and Division D paper sessions at the annual meeting of the American Educational Research Association, San Francisco, California.
- Thompson, M.S. (April, 2002). Chair of structural equation modeling special interest group paper session at the annual meeting of the American Educational Research Association, New Orleans, Louisiana.

Thompson, M. S. (Moderator), Ladd, B., Ferguson, J., & Brewer, L. (October, 2001). Moderator of a session for graduate students at the annual meeting of the Arizona Educational Research Organization, Tempe, Arizona. Preparing for a job search: AERO panel discussion for graduate students.

Thompson, M. S., & Behrens, J. T. (April, 2001). Organizers and co-chairs of a Division D symposium at the annual meeting of the American Educational Research Association, Seattle, Washington. Educational measurement and research in large-scale on-line instructional systems.

Thompson, M.S. (April, 2001). Chair of a Division D symposium presented at the annual meeting of the American Educational Research Association, Seattle, Washington. Educational applications of structural equation modeling and multidimensional scaling.

Nelsen, E. (Moderator), Ding, C., Horton, S., Reimer, K., & Thompson, M. S. (September, 1999). Panel member in a discussion for graduate students at the annual meeting of the Arizona Educational Research Organization, Flagstaff, Arizona. Confronting the job marketplace in educational psychology, testing, and research: A panel discussion.

Workshops and Other Presentations

Thompson, M. S. (September, 2014). Snapshot statistics: A romp through representations of data in the popular media. Presented in the Osher Lifelong Learning Institute lecture series, Arizona State University.

Thompson, M. S., & Iida, M. (April, 2012). Rethinking quantitative methods curricula. Presented in the Measurement and Statistical Analysis brownbag series, T. Denny Sanford School of Social and Family Dynamics, Arizona State University.

Thompson, M. S., & Green, S. B. (July, 2008). A brief introduction to structural equation modeling. Presented at the University of Barcelona, Barcelona, Spain.

Thompson, M. S., Green, S. B., Stockford, S. M., Chen, Y.-H., & Lo, W.-J. (April, 2002). Applying newer parametric approaches to old parametric problems: Trimmed means, bootstrapping, and dominance statistics. Presented as an Educational Psychology brownbag seminar and as an ASU Psychology Department Quantitative Series seminar.

Green, S. B., & Thompson, M. S. (March, 2002). Yes, it's a multivariate world, and I don't know how to deal with it! Presented as an Educational Psychology brownbag seminar and as an ASU Psychology Department Quantitative Series seminar.

Thompson, M. S., & DiCerbo, K. (November, 2000). All the news that's fit to print? Another look at California test scores among limited English proficient students. Presented as an ASU Educational Psychology brownbag seminar.

Fleming, K. K., Green, S. B., Marquis, J. G., Peyton, V., Thompson, M. S., & Wallace, D. (alphabetically; April, 1999). Conducting multilevel analyses using SAS PROC MIXED. Presented at the Institute for Life Span Studies, University of Kansas, Lawrence, Kansas.

Behrens, G. A., Green, S. B., Hershberger, S. L., Marquis, J. G., Thompson, M. S., & Wallace, D. (alphabetically; March, 1998). Analysis of repeated measures and clustered-samples designs with mixed models. Presented at the Institute for Life Span Studies, University of Kansas, Lawrence, Kansas.

Behrens, G. A., Green, S. B., Marquis, J. G., & Thompson, M. S. (alphabetically; April, 1997). The general linear model and how it is used in SPSS. Presented at the Institute for Life Span Studies, University of Kansas, Lawrence, Kansas.

Akey, T., Behrens, G. A., Green, S. B., Hershberger, S. L., Marquis, J. G., & Thompson, M. S. (alphabetically; March, 1996). Multiple hypothesis testing. Presented at the Institute for Life Span Studies, University of Kansas, Lawrence, Kansas.

Behrens, G. A., Fleming, K., Marquis, J. G., & Thompson, M. S. (alphabetically; January, 1996). Creating graphical displays and slides using SPSS. Presented at the Institute for Life Span Studies, University of Kansas, Lawrence, Kansas.

INSTRUCTION and MENTORING

Courses Taught at Arizona State University (*denotes new course I created)

Graduate

EDP 502: Introduction to Quantitative Methods
 EDP 552: Correlation and Multiple Regression
 EDP 554: Analysis of Variance
 EDP 652: Multivariate Procedures in Data Analysis
 EDP 654: Structural Equation Modeling in Educational Research*
 EDP 691: Statistical Analysis of Large Data Sets*
 CDE 591: Exploratory and Confirmatory Factor Analysis*
 CDE 591: Structural Equation Modeling for the Social Sciences*
 FAS 508: Structural Equation Analysis

Undergraduate

SOC 390: Social Statistics I

- Student ratings of my teaching range from 4.6 to 4.9 on a 5-point scale for the survey evaluation items, averaged across all courses I have taught at ASU.
- I received the College of Education Dean's Award for Excellence in Teaching in 2003.

Mentoring/Advisement

The following table contains a list of doctoral committees and master's committees that I have either chaired/co-chaired or served on as a committee member. Committees that are currently in progress are designated IP. Among the nine doctoral students I have chaired to completion, four are in tenure-track faculty positions at major universities, three are employed in non-tenure track university positions, and two chose research and consulting positions.

Year	Name of Student	Degree Program
<i>Doctoral Dissertations Chaired/Co-chaired* (9 completed; 1 in progress)</i>		
2015 (ant.)	Yixing Liu	Ed. Psych. – Measurement & Statistics
2014	Janet O'Brien*	Ed. Psych. – Measurement & Statistics
2011	Bethany Van Vleet	Ed. Psych. – Measurement & Statistics
2011	Kimberly Beckert*	Higher Education (Ed.D.)
2009	Shawn Stockford	Ed. Psych. – Measurement & Statistics
2009	Bryant Jensen*	Ed. Psych – School Psychology
2008	Wen-jo Lo	Ed. Psych. – Measurement & Statistics
2007	Sheri Lewis Bate	Ed. Psych. – Measurement & Statistics
2007	Khawla Obiedat	Ed. Psych. – Measurement & Statistics
2006	Yi-hsin Chen*	Ed. Psych. – Measurement & Statistics
<i>Doctoral Dissertations – Committee Member (52 completed; 8 in progress)</i>		
2014	Phil Arcuria	Ed. Psych. -- Measurement & Statistics
2014	Sara Seyed Nozadi	Family and Human Development
2014	Aaron Crawford	Ed. Psych. -- Measurement & Statistics
2012	Pamela Garrett	Ed. Psych. -- Measurement & Statistics
2012	Alec Brown	Ed. Psych. -- School Psychology
2012	Maria Kapantzoglou	Speech and Hearing
2012	Matt Savage	Communications
2012	Douglas Deiss	Communications
2011	Genevieve Smith Bohac	Ed. Psych. -- School Psychology
2011	Joseph "Ridge" Millett	Ed. Psych. -- Learning
2011	Miranda Kucera	Ed. Psych. -- School Psychology
2011	Anju Kuriokose	Language and Literacy
2010	Nathan White	Counseling Psychology
2010	Jennifer Eden	Communications
2010	Justin Boren	Communications
2009	Annegret Hannawa	Communications
2009	Heather Terrell	Psychology
2009	Beth Babin-Gallagher	Communications
2009	Emily Thompson	Educational Technology
2009	Jennifer Skarpetowski	Ed. Psych. -- School Psychology
2009	Maria Kapantzoglou	Speech and Hearing
2008	Claire Markham Clifford	Ed. Psych. -- Lifespan Developmental Psychology
2007	Myeongsoon Yoon	Psychology
2006	Alan Mikkelson	Communications
2006	Amy Scott	Ed. Psych. -- School Psychology
2006	Roopa Iyer	Ed. Psych. -- Lifespan Developmental Psychology
2005	Mary Ruth Hackett	Ed. Psych. -- Lifespan Developmental Psychology
2005	Nicole Michalik	Ed. Psych. -- Lifespan Developmental Psychology
2005	Natasha Maynard-Reid	Counseling Psychology
2005	Pen-Chiang (Ben) Chao	Special Education
2005	Pamela Frazier	Ed. Psych. -- School Psychology
2004	Asmaa Shbeer	Curriculum and Instruction
2004	Tiffany Forbis	Ed. Psych. -- School Psychology
2004	Jennifer Hirman	Educational Leadership and Policy Studies
2003	Kristin DiCerbo	Ed. Psych. -- School Psychology

2003	Traci Williams	Ed. Psych. -- School Psychology
2003	Kathleen Kiley Wade	Ed. Psych. -- School Psychology
2003	Kate Mahoney	Curriculum and Instruction
2002	Craig Albers	Ed. Psych. -- School Psychology
2002	Bryan Palmer	Ed. Psych. -- Measurement & Statistics
2002	Susan Dawson	Ed. Psych. -- School Psychology
2002	Annette Parkerson	Ed. Psych. -- Lifespan Developmental Psychology
2002	Barry Thompson	Ed. Psych. -- Measurement & Statistics
2002	Theresa Kovalski	Counseling Psychology
2002	Debbie Leedy	Science Education/Chemistry Education
2002	Daniel Uribe	Educational Technology
2001	Aisling Leavy	Curriculum and Instruction – Math Ed./Elem. Ed.
2001	Tara Jennings	Ed. Psych. -- Measurement & Statistics
2001	Jennifer Eppinger-Gatt	Ed. Psych. -- School Psychology
2001	John Dugan	Ed. Psych. -- Measurement & Statistics
2001	Sharon Osborn Popp	Ed. Psych. -- Measurement & Statistics
1999	Joan Tomoff	Ed. Psych. -- Measurement & Statistics
	Crystal Bryce	Family and Human Development (proposed)
	Derek Fay	Ed. Psych. -- Measurement & Statistics (proposed)
	Hae Sung Im	C & I: Early Childhood (proposed)
	Erin Kube	Counseling Psychology (proposed)
	Katie Kunze	Ed. Psych. -- Measurement & Statistics (comps)
	Dominic Primé	Counseling Psychology (proposed)
	Elizabeth Runnion	Family and Human Development (comps passed)
	Nora Schlesinger	Speech and Hearing (comps passed)
<i>Master's Theses and Applied Projects (AP) Chaired/Co-chaired* (12 completed; 2 in progress)</i>		
2013	Anna George	Ed. Psych. -- Measurement & Statistics
2013	Nicole Speranza	Ed. Psych. -- Measurement & Statistics
2013	Ray Reichenberg*	Ed. Psych. -- Measurement & Statistics
2012	Maria Kapantzoglou	Ed. Psych. -- Measurement & Statistics
2012	Erin Kube*	Ed. Psych. -- Measurement & Statistics
2011	Phil Arcuria	Ed. Psych. -- Measurement & Statistics
2011	Solomon Aggrey	Ed. Psych. -- Measurement & Statistics
2008	Bethany Van Vleet	Ed. Psych. -- Measurement & Statistics
2007	Janet O'Brien*	Ed. Psych. -- Measurement & Statistics
2004	Sheri Lewis	Ed. Psych. -- Measurement & Statistics
2004	Wen-jo Lo	Ed. Psych. -- Measurement & Statistics
2003	Michael Harris	Ed. Psych. -- Measurement & Statistics
	Yixing Liu	Ed. Psych. -- Measurement & Statistics (proposed)
	Ingrid Zamudio-Milano	Ed. Psych. -- Measurement & Statistics
<i>Master's Theses and Applied Projects (AP) – Committee Member (26 completed; 1 in progress)</i>		
2012	Janet Krause	Ed. Psych. -- Measurement & Statistics
2012	Kerry Mitchell	Ed. Psych. -- Measurement & Statistics (AP)
2011	Jillian Smith	Family and Human Development
2011	Idean Ettekal	Family and Human Development
2011	Vanessa Gaio	Ed. Psych. -- School Psychology

2011	Diana Barela	Sociology (AP)
2010	Joseph Mahoney	Ed. Psych. -- School Psychology
2009	Lisa Mitchell	Ed. Psych. -- Measurement & Statistics
2009	Selena Nakano	Ed. Psych. -- School Psychology
2009	Lietta Scott	Ed. Psych. -- Measurement & Statistics
2008	Rico Rivera	Ed. Psych. -- Measurement & Statistics
2008	Sandi Dial	Ed. Psych. -- School Psychology
2008	Pamela Garrett	Ed. Psych. -- Measurement & Statistics
2007	Jonathan Hilpert	Ed. Psych. -- Learning
2006	Paul Krech	Ed. Psych. -- Measurement & Statistics
2005	Stacey Weber	Ed. Psych. -- School Psychology
2004	Dalia Rostenberg	Ed. Psych. -- School Psychology
2004	Matt Heerman	Ed. Psych. -- Learning
2002	Amy Scott	Ed. Psych. -- School Psychology
2001	Willy Perkins	Counseling Psychology
2001	Kathleen Kiley	Ed. Psych. -- School Psychology
2001	Tiffany Forbis	Ed. Psych. -- School Psychology
2001	Anne Kleinschmidt Ingram	Ed. Psych. -- School Psychology
2000	Pamela Frazier	Ed. Psych. -- School Psychology
2000	Cameron Dyck	Recreation, Tourism, and Management
1999	Kristin DiCerbo	Ed. Psych. -- School Psychology
	Carla Wall	Family and Human Development

PROFESSIONAL SERVICE and ACTIVITIES

National

- 2014 Invited reviewer for tenure and promotion to Assoc. Professor, Purdue University
- 2013 Reviewer for National Science Foundation SES – Methodology, Measurement, and Statistics Grants program
- 2012 – 2013 Chair of the AERA Division D Early Career Award Committee
- 2012 Reviewer for appointment at rank of Assoc. Professor, Duke University
- 2011 Reviewer for National Science Foundation REESE Grants program
- 2010 – 2012 Invited member of the AERA Division D Early Career Award Committee
- 2006 – 2007 Elected Chair and Program Co-chair (for 2007 AERA conference) of the Structural Equation Modeling special interest group of the American Educational Research Association
- 2005 – 2006 Elected Vice-chair of the Structural Equation Modeling special interest group of the American Educational Research Association
- 2005 – 2006 Invited member of Nominations/Elections Committee for the Educational Statisticians special interest group of the American Educational Research

Association

Editorial Activities

I have been an invited ad hoc reviewer for the following journals and conferences.

Psychological Methods

Child Development

Child Development Perspectives

Multivariate Behavioral Research

Structural Equation Modeling: A Multidisciplinary Journal

American Educational Research Journal

Educational and Psychological Measurement

Journal of Counseling Psychology

Educational Evaluation and Policy Analysis

Child Abuse and Neglect

Educational Research and Evaluation

Journal of Research in Science Teaching

The American Journal of Mental Retardation

Leisure Sciences: An Interdisciplinary Journal

The Journal of General Education

AERA National Convention – Division D, Structural Equation Modeling SIG, and Educational Statisticians SIG

Reviewer for revision proposal of Barbara Byrne's *Structural Equation Modeling with EQS, 3rd Edition* (Fall, 2012).

Advisory Editor for: Salkind, N. (Ed.). (2006). *Encyclopedia of human development*. Thousand Oaks, CA: Sage Publications.

Reviewer of proposal for multivariate statistics text (Addison-Wesley, 1999).

Arizona State University

2011 – 2014 Coordinator of Measurement and Statistical Analysis (MASA) Specialization, School of Social and Family Dynamics

2011 – 2012 Member of Search Committee for Longitudinal Methods/Socio-emotional Development position, School of Social and Family Dynamics

2011 – 2012 Member of Search Committee for Postdoc in Measurement and Statistical Analysis, School of Social and Family Dynamics

2010 – 2012 Member of Leadership Committee, School of Social and Family Dynamics

2010 – 2011 Member of Search Committee for Quantitative/Child Health position, School of Social and Family Dynamics

2010 – 2011 Coordinator of committee to develop Quantitative Methods emphasis, School of Social and Family Dynamics

- 2010 – 2011 Mentor for undergraduate student in ASU’s Obama Scholars Program
- 2000 - 2011 Coordinator of EDCARE laboratory (Educational Data Communication, Analysis, Research, and Evaluation)
Major responsibilities include writing and administration of grants, coordination of research projects, and hiring and supervision of graduate students. EDCARE is supported largely by external funding. Activities include applied data analysis, methodological research, technical assistance, and service for education-related projects involving ASU faculty and students, public school personnel, and researchers from other institutions and corporations. The lab also serves as a vehicle for conducting academic research and training graduate students in the Measurement, Statistics, and Methodological Studies program.
- 2009 – 2010 Faculty mentor for Asst. Professor Amanda Sullivan
- 2009 – 2010 Member of Personnel Committee, Division of Advanced Studies in Learning, Technology, and Psychology in Education
- 2009 Member of Search Committee for Executive Dean of Mary Lou Fulton Institute & Graduate School of Education
- 2009 – 2010 Headed development of Bylaws and Policies & Procedures for newly restructured Mary Lou Fulton Institute & Graduate School of Education
- 2009 – 2010 Acting President of Faculty Assembly in the College of Education
- 2008 – 2009 President of Faculty Assembly in the College of Education
- 2009 (spring) Curriculum Summit Facilitator for College of Teacher Education and Leadership
- 2008 – 2009 Member of Search Committee for Asst./Assoc./Full Professor in School Psychology
- 2008 – 2009 Member of Critical Responders Committee, Reinvisioning Teacher Education in the Mary Lou Fulton College of Education
- 2007 – 2008 President-Elect of Faculty Assembly in the College of Education
- 2006 – 2009 Member of College Council
- 2006 – 2009 Member of Personnel Committee, Division of Psychology in Education
- 2007 (fall) Co-chair of College Program Committee
- 2006 - 2007 Member of Search Committee for Director, Division of Psychology in Education
- 2006 - 2007 Program Coordinator, Measurement, Statistics, and Methodological Studies

- 2005 - 2006 Member of Search Committee for Asst./Assoc. Professor in Measurement, Statistics, and Methodological Studies
- 2002 - 2005 Member of Educational Psychology Scholarship Committee
- 2002 - 2003 Member of Ad Hoc Committee to Plan an Undergraduate Degree in Educational Psychology
- 2002, 2003 Guest panelist and workshop leader for Spencer Scholar Seminar, Sociocultural Perspectives on Educational Equity
- 2002 Member and Affirmative Action Representative on Search Committee for Lecturer in Curriculum and Instruction
- 2001 - 2002 Member and Affirmative Action Representative on Search Committee for Assistant/Associate/Full Professor of Measurement, Statistics, and Methodological Studies
- 2000 - 2002 Member of Educational Psychology Curriculum Committee
- 2000 - 2004 Trained Affirmative Action Representative
- 2001 - 2002 Chair of Planning Committee and Coordinator of the College of Education's Saturday Seminar Series
- 2000 - 2002 Member of Administrative Board for the Center for Research on Education in Science, Mathematics, Engineering and Technology (CRESMET)
- 2000 - 2001 Member of Planning Committee for the College of Education's Saturday Seminar Series
- 2000 - 2001 Member of Search Committee for Assistant/Associate Professor of Measurement, Statistics, and Methodological Studies
- 1999 - 2000 Program Coordinator, Measurement, Statistics, and Methodological Studies
- 1999 - 2000 Member of College of Education Technology Committee

Community

- 2014 – 2015 Member of Search Committee for Head of School, Summit School of Ahwatukee
- 2011 – 2015 Member of the Board of Trustees (Secretary 2015), Summit School of Ahwatukee
- 2014 Member of Search Committee for Counselor, Summit School of Ahwatukee
- 2012 Member of Search Committee for 5th-grade teacher, Summit School of Ahwatukee
- 2002 - 2003 Arizona Educator Assessment Advisory Committee
Arizona Department of Education committee that reviews the use of teacher certification examinations and makes recommendations for implementation to the Department of Education.

Training Seminars Attended (competitively funded by agency if noted)

- 2014 Advances in Multilevel Modeling for Education Research: Addressing Practical Issues Found in Real-world Applications, along with preconference workshop Cross-classified and Multiple-membership Models. College Park, Maryland.
- 2003 Using the NELS:88 Database for Research and Policy Discussion, sponsored by the National Center for Education Statistics. Potomac, Maryland.
- 1999 AERA Advanced Institute on HLM for Education Policy Research, sponsored by AERA. Montreal, Quebec, Canada.
- 1998 NSF Data Institute, sponsored by the Association for Institutional Research. Washington, DC.
- 1998 AERA Grants Program Institute on Statistical Analysis for Education Policy, sponsored by AERA. San Diego, California.

CURRICULUM VITAE

MONICA TSETHLIKAI

CONTACT INFORMATION

T. Denny Sanford School of Social and Family Dynamics

P.O. Box 873701, Tempe, AZ 85287-3701

Phone: (480) 965-3649

Fax: (480) 965-6779

Email address: monica.tsethlikai@asu.edu

COPE Lab: Culture and Context of Positive Development Lab

EDUCATION

University of Kansas, Lawrence, KS

Ph.D. in Cognitive Psychology - May 2005

Formal Concentration in Statistics

18 hours in Quantitative Methods in Psychology

Doctoral Thesis: *The Influence of Conflicting Perspectives on Children's Story Recall.*

(Dr. Andrea F. Greenhoot, advisor)

University of Kansas, Lawrence, KS

M.A. Indigenous Nations Studies - May 2000

Master's Thesis: *The Intergenerational Impact of Native American Parental Beliefs: An Exploratory Analysis.*

(Dr. Anne Calhoun and Dr. Marion O'Brien, advisors)

University of Notre Dame, South Bend, IN

B.A. Psychology, January 1992

Formal Second Major in Japanese

PROFESSIONAL POSITIONS

Assistant Professor

8/16/2013

Sanford School of Social and Family Dynamics

Arizona State University

Research: I examine cultural and contextual factors that promote or hinder cognitive development and constructive memory processes in early and middle childhood. The central goal of my work is to understand how to promote positive developmental outcomes for all children with an emphasis on American Indian child development.

Assistant Professor

7/2007 to 7/31/2013

Department of Psychology

University of Utah

Research: I conducted research on the development of executive function and memory in middle childhood.

- Postdoctoral Fellow 2005-2007
 Department of Psychology
 University of California, Santa Cruz
 Research: The influence of cultural practices on Tohono O'odham children's learning and memory.
 I spent 8/2006 to 7/2007 on the Tohono O'odham Nation in Arizona collecting data with support from a Ford Postdoctoral Fellowship and a Spencer Foundation Grant - Award Number 200700185.
 Dr. Barbara Rogoff, Advisor
- Graduate Research Assistant 1999-2002
 NICHD Study of Early Child Care and Youth Development
 University of Kansas, Lawrence, KS
 Phase III (ages 9 to 11 years) home team coordinator and lab team research assistant in charge of coordinating and collecting data for a longitudinal study on child care and child development conducted nationally.
 Dr. Marion O'Brien and Dr. Carolyn Roy, Principal Investigators
- Graduate Research Assistant 2002
 Bioscience Initiative for Maximizing Student Diversity
 University of Kansas, Lawrence, KS
 Assisted with preparing the yearly report on the program's progress by running statistics on the recruitment and retention of American Indian students at the University of Kansas.
 Dr. Marigold Linton, Principal Investigator
- Probation Officer 1994-1999
 Pima County Juvenile Court
 Tucson, AZ
 Probation Officer for juvenile delinquents; served as a field officer, a Safe School Officer, and an Intensive Probation Officer over the course of five years.

HONORS AND AWARDS

- 2012 Native Children's Research Exchange Scholar
 2012 University of Utah, Center for Teaching and Learning Excellence, Inaugural Teaching Fellow
 2012 National Institutes of Health (NIH) Health Disparities Loan Repayment Program Award
 2012 William T. Grant Scholars Award
 2006 Ford Postdoctoral Fellowship
 2005 National Institute of Health Postdoctoral Fellowship
 2005 American Psychological Association
 Dissertation award for excellence in scientific psychology
 2001 Ford Predoctoral Fellowship
 2005 Groves Conference on Marriage and Family Feldman Award for outstanding publication awarded to J. Anne Calhoun, Mishuana Goeman, and Monica Tsethlikai

- 2003 Montie McMickell award for excellence in cognitive psychology – University of Kansas Department of Psychology
- 2001 Outstanding Graduate Student - Big XII Native American Student Leadership Conference

PROFESSIONAL MEMBERSHIPS

American Psychological Association
 Society for Research in Child Development
 Society for the Advancement of Chicanos and Native Americans in Science
 International Society for the Study of Behavioral Development
 Cognitive Development Society

COURSES TAUGHT

- | | |
|---|-----------------------|
| Instructor, Arizona State University | Spring 2014 |
| Social Statistics 1 | |
| Instructor, University of Utah | 2012 |
| Cognitive Development across the Lifespan | |
| Instructor, University of Utah | 2009/2011 |
| Cognitive Development | |
| Instructor, University of Utah | annually 2008 to 2013 |
| Statistical Methods in Psychology | |
| Instructor, University of Utah | 2008/2009/2010/2012 |
| Adolescence and Emerging Adulthood | |
| Hybrid class | 2010 |
| Instructor, University of Utah | 2007/2009 |
| Psychology of Infancy and Childhood | |
| Instructor, University of California, Santa Cruz | 2005 |
| Introduction to Statistics for Psychology | |
| Instructor, University of Kansas | 2003 |
| Cognitive Development | |
| Graduate Teaching Assistant, University of Kansas | 2002 – 2003 |
| Statistical Methods in Psychology | |
| Cognitive Development | |

RESEARCH INTERESTS

Contextual, biological, and cognitive aspects of positive development in children
 Toxic stress and development of executive functions
 Memory and Social Cognition

The development of constructive memory processes – intrapersonal aspects (e.g., the role of working memory and inhibition); interpersonal aspects (e.g., influences of beliefs, knowledge, and culture); and the function of changes in memory (e.g., self-regulation, identity development, social competence, well-being)

Developmental methodology

Statistical modeling of developmental processes – applications of Item Response Theory, multilevel modeling, structural equation modeling, and partial least squares analysis

PUBLICATIONS

Tsethlikai, M., & Rogoff, B. (2013). Involvement in traditional cultural practices and American Indian children's incidental recall of a folktale. *Developmental Psychology, 49*(3), 368-378.

Galliher, R. V., Tsethlikai, M., & Stolle, D. (2012). Perspectives of Native and Non-native scholars: Opportunities for collaboration in Native American and Alaska Native communities. *Child Development Perspectives, 6*(1), 66-74.

Tsethlikai, M. (2011). An exploratory analysis of American Indian children's cultural engagement, fluid cognitive skills, and standardized verbal IQ scores. *Developmental Psychology, 47*(1), 192-202.

Tsethlikai, M. (2010). The influence of a friend's perspective on American Indian children's recall of previously misconstrued events. *Developmental Psychology, 46*(6), 1481-1496.

Greenhoot, A. F., & Tsethlikai, M. (2009) Repressed and recovered memories during childhood and adolescence. In K. Kuehnle & M. Connell (Eds.), *The evaluation of child sexual abuse allegations: A comprehensive guide to assessment and testimony*. New York: John Wiley & Sons, Inc.

Tsethlikai, M., Peyton, V., & O'Brien, M. (2007). Exploring maternal social perceptions and child aggression among Urban American Indians. *American Indian and Alaska Native Mental Health Research: The Journal of the National Center, 14*(1), 63-84.

Calhoun, J. A., Goeman, M., & Tsethlikai, M. (2007). Achieving gender equity for Native Americans. In S. Klein (Ed.), *Handbook for achieving gender equity through education*. Mahwah, NJ: Lawrence Erlbaum.

Tsethlikai, M., & Greenhoot, A. F. (2006). The influence of another's perspective on children's recall of previously misconstrued events. *Developmental Psychology, 42*(4), 732-745.

Greenhoot, A., F., Tsethlikai, M., & Wagoner, B. (2006). The relations between children's past experiences, social knowledge, and memories for social situations. *Journal of Cognition and Development, 7*(3), 313-340.

MANUSCRIPTS SUBMITTED FOR PUBLICATION

Tsethlikai, M., & Kalvesmaki, A. Cultural differences in children's perspective taking and perceptions of victimization in their recall of scripted conflict between friends. *Journal of Cognition and Development*, manuscript ID HJCD-2014-1139

Tsethlikai, M., Nozadi, S., & O'Connor, C. Social knowledge complexity and children's recall of conflict with peers: Implications for well-being. *British Journal of Developmental Psychology*, manuscript ID BJDP.14.0113

Kulis, S., & Tsethlikai, M. Urban American Indian youth spirituality and religion: A latent class analysis. *Journal for the Scientific Study of Religion*, manuscript ID JSSR-OA-09-2014-209.

MANUSCRIPTS IN PREPARATION

Tsethlikai, M., Sarche, M., Godoy, L., & Emde, R. Cultural perspectives for assessing infants and young children. In. Alice Carter (Ed.), *Handbook of Infant, Toddler, and Preschool Mental Health Assessment*, 2nd Edition.

Tsethlikai, M., Nozadi, S., Hughes, A., & O'Connor, C. An exploration of relations among a battery of parent-rated and child performance based assessments of executive function in middle childhood.

Tsethlikai, M., Nozadi, S., & O'Connor, C. How do children's everyday activities influence executive functions and well-being in middle childhood?

Tsethlikai, M. Social cognition, constructive memory processes and well-being in middle childhood.

Tsethlikai, M., & Sarche, M. A first look at American Indian children's cognitive and social development in tribal Head Start programs.

Correa, M., Tsethlikai, M., & Rogoff, B. American Indian children's attention and learning through observation and participation.

COLLOQUIA

- 2013 *Promoting well-being in American Indian communities by exploring how culture and context impact cognitive development*, February: Southwest Interdisciplinary Research Center – Health Disparities Lecture Series
- 2012 *Studying constructive memory processes in children: From theory to design, and preliminary results from our latest study*.
September: University of Utah Developmental and Clinical Child Brown Bag
- 2011 *Culture, context, and cognitive development in American Indian children today*.
April: University of Utah, American Indian Resource Center Lunch with Scholars.
- 2010 *Exploring the development of cognitive mechanisms of self-regulation in American Indian children*.
November: University of Utah Developmental and Clinical Child Brown Bag
- 2010 *Executive functions as cognitive mechanisms of self-regulation: Exploring measurement*

- issues and associations with well-being in middle childhood.*
 September: University of Utah Department of Psychology Symposium.
- 2009 *Social knowledge complexity and depression in middle childhood.*
 December: University of Utah Developmental and Clinical Child Brown Bag
- 2009 *Cultural, cognitive, and social aspects of American Indian children's recall of conflict.*
 April: University of Utah Developmental and Clinical Child Brown Bag
- 2009 *Cultural aspects of Tohono O'odham children's cognitive and social development.*
 February: University of Utah Educational Psychology Seminar
- 2008 *Economic and cultural aspects of Tohono O'odham children's cognitive and social development.*
 February: University of Utah Developmental and Clinical Child Brown Bag
- 2007 *Dynamic systems approaches to development: Unified theoretical framework or obfuscating repetition of old news?*
 September: University of Utah Developmental and Clinical Child Brown Bag
- 2005 *The influence of another's perspective on children's recall of previously misconstrued events.*
 October: University of California, Santa Cruz, Developmental Psychology Colloquium
Children's memory for conflicting perspectives of an event: Exploring links between cognitive abilities and social competence.
- February 2005: University of Kansas, Developmental Science Proseminar
Chaos and strange attractors: Why I study developmental psychology and why you might want to, too.
- February 2005: Haskell Indian Nations University, Lawrence Kansas.
- 2004 *Narrating memories of trauma in adolescence.*
 March 2004: University of Kansas, Proseminar on Cognitive Psychology.

PRESENTATIONS AT PROFESSIONAL MEETINGS

- Tsethlikai, M. (2014, November). Activities, culture, and cognitive development in middle childhood. Invited speaker for the 2014 Annual Biomedical Research Conference for Minority Students. San Antonio, Texas
- Tsethlikai, M. (2014), September). From theory to practice: A year in the life of an NCRE scholar. Presentation given at the Native Children's Research Exchange conference. Denver, CO.
- Tsethlikai, M. (2014, August). Culture, context, and cognitive development. Invited speaker for the White Earth Nation 14th Annual Communities Collaborative Brain Development Conference. Mahnomon, MN.
- Tsethlikai, M. (2014, June). An examination of cultural and cognitive processes facilitating positive development in American Indian communities. Presentation at the William T Grant Scholars Meeting. Albuquerque, NM.
- Tsethlikai, M. (2014, May). Setting the stage: An overview of human development research relevant to the Administration for Children and Families programs serving American

- Indian and Alaska Native children, families, and communities. Presentation made to open an ACF meeting of federal policy makers and researchers. Washington, D.C.
- Kulis, S., Tsethlikai, M., & Baker, T., (2014, April). Finding a home in the city: The spiritual and religious group affiliations of urban American Indian youth. Poster presentation at the Southwest Interdisciplinary Research Center Conference. Phoenix, AZ
- Tsethlikai, M. (2013, September). *Active engagement in traditional cultural practices and positive development in American Indian children*. Presentation given at the Native Children's Research Exchange conference. Denver, CO.
- O'Connor, C., & Tsethlikai, M. (2013, April). *A preliminary examination of the types of activities that relate to the development of executive function, social knowledge complexity and well-being in children*. Poster presentation presented at the Society for Research in Child Development. Seattle, WA.
- Correa-Chavez, M., Tsethlikai, M., & Rogoff, B. (2013, April). Rural and Urban American Indian children's attention to other's activities. In Douglas Sperry (chair), *Alternative Pathways to Everyday Learning*. Paper symposium presented at the Society for Research in Child Development. Seattle, WA.
- Tsethlikai, M., O'Connor, C., Erickson, A. & Leighton, D., (2012, July). *Social cognition, constructive memory processes, and well-being in middle childhood*. Poster presentation at the International Society for the Study of Behavioural Development Biennial Meeting. Edmonton, Alberta, Canada.
- Tsethlikai, M., McBeth, A., Leighton, D., Erickson, A., & O'Connor, C., (2012, July). *An assessment of relations among measurements of executive function and associations with positive developmental outcomes in middle childhood*. Poster presentation at the International Society for the Study of Behavioural Development Biennial Meeting. Edmonton, Alberta, Canada.
- Tsethlikai, M., Correa-Chavez, M., & Rogoff, B. (2012). Cultural engagement and American Indian children's attention to surrounding events. In Amy Roberts (Chair), *A model of learning based on Indigenous and Mexican practices*. Presented at the Society for Research in Child Development Themed Meeting: Positive Development of Minority Children. Tampa, Florida.
- O'Connor, C., & Tsethlikai, M. (2011, August). *Exploring possible interrelations among social knowledge complexity, social competence, and childhood depression*. Poster presented at the meetings of the American Psychological Association. Washington, D.C.
- Sarche, M., Whitesell, N. R., Spicer, P.G., & Tsethlikai, M. (2011, March) *Children's development within the context of tribal Head Start programs: A culturally informed analysis*. Poster symposium presented at the Society for Research in Child Development. Montreal, Quebec, Canada.
- Tsethlikai, M. (2010, October). *Insights to success: Real life adventures of SACNAS scientists - Invited speaker*. Presented at the meetings of the Society for the Advancement of Chicanos and Native Americans in Science. Anaheim, California.
- Tsethlikai, M. (2010, October). (Symposium Chair). *From mice to mentors to media: Technology and diversity in psychology*. Presented at the meetings of the Society for the Advancement of Chicanos and Native Americans in Science. Anaheim, California.

- Tsethlikai, M. (2010). An exploratory analysis of American Indian children's cultural engagement, fluid cognitive skills, and verbal IQ scores. In M. Tsethlikai (Chair). *Indicators of resilience and risk in Indigenous youth in Canada and the United States*. Presented at the inaugural conference of the Society for the Psychological Study of Ethnic Minority Issues. Ann Arbor, Michigan.
- Tsethlikai, M. (2010). *Building and maintaining good working relationships in Indigenous communities to promote optimal mental health and positive youth development*. Panel session chaired at the inaugural conference of the Society for the Psychological Study of Ethnic Minority Issues. Ann Arbor, Michigan.
- Tsethlikai, M. (2010). *The influence of a friend's perspective on American Indian children's recall of previously misconstrued events*. Poster presented at the inaugural conference of the Society for the Psychological Study of Ethnic Minority Issues. Ann Arbor, Michigan.
- Tsethlikai, M. (2009). Cultural, cognitive, and social aspects of American Indian children's memory of events involving conflict with peers. In M. Tsethlikai (Chair). *Improving our understanding of the human condition through research on cognitive functioning across the lifespan*. Presented at the meetings of the Society for the Advancement of Chicanos and Native Americans in Science. Dallas, Texas.
- Tsethlikai, M. (2009). Exploring links between Tohono O'odham children's cultural participation, basic cognitive skills, social skills, and verbal IQ. In N. Whitesell (Chair). *Development in Native cultures: Showcase of research by members of SRCD's Native Children's Research Exchange*. Poster symposium presented at the Society for Research in Child Development. Denver, Colorado.
- Tsethlikai, M. (2009). American Indian (Tohono O'odham) children's recall of a folk-tale told to them or another. In B. Rogoff (Chair). *Cultural patterns of attention, monitoring, and learning*. Poster symposium presented at the Society for Research in Child Development. Denver, Colorado.
- Tsethlikai, M. (2008). Exploring the role of basic cognitive skills in the development of social competence and well-being in middle childhood. In M. Sesma (Chair). *Mental health research: Explorations of the brain and mind*. Presented at the meetings of the Society for the Advancement of Chicanos and Native Americans in Science. Salt Lake City, Utah.
- Tsethlikai, M. (2008). Exploring links between cultural participation, executive function, social skills, and verbal IQ on the Tohono O'odham reservation. In M. Tsethlikai (Chair). *Empowering American Indian and Chicano students through research on cultural aspects of learning*. Presented at the meetings of the Society for the Advancement of Chicanos and Native Americans in Science. Salt Lake City, Utah.
- Tsethlikai, M. (2008). Cultural aspects of Tohono O'odham children's cognitive development and learning. In M. Tsethlikai (Chair). *Indigenous ways of knowing and creating spaces for (be)longing*. Mujeres Activas en Letras y Cambio Social Summer Institute, Salt Lake City, Utah.
- Tsethlikai, M., Guthrie-Fulbright, Y., & Loera, S. (2007). *Social perspective coordination ability and children's recall of mutual conflict between friends*. Poster presented at the meetings of the Society for Research in Child Development. Boston, Massachusetts.

- Tsethlikai, M. (2006). *The influence of another perspective on children's recall of previously misconstrued events*. Paper presented at The National Academies Conference of Ford Fellows. Washington, D. C.
- Tsethlikai, M. (2005). *The influence of another's perspective on children's impressions and recall: Variations by ethnicity*. Paper presented at the meetings of the Society for the Advancement of Chicanos and Native Americans in Science. Denver, Colorado.
- Greenhoot, A., Tsethlikai, M., Miller, A., Becker, K., & Johnson, R. (2005). *Childhood autobiographical memories in adolescents with and without abuse histories: Links to well-being*. Poster presented at the meetings of Society for Research in Child Development. Atlanta, Georgia.
- Greenhoot, A., Miller, A., Tsethlikai, M., & Becker, K. (2005). *Physiological and verbal indicators of adolescents' memories for family violence*. Poster presented at the meetings of the Society for Research in Child Development. Atlanta, Georgia.
- Miller, A., Tsethlikai, M., & Greenhoot, A. (2004). *Memories for childhood events eight years later: The impact of trauma*. Poster presented at the meetings of the Western Psychological Association. Phoenix, Arizona.
- Tsethlikai, M., Peyton, V., & Hughes, K. (2003). *A comparative analysis of social information processing patterns in Native American and Caucasian children*. Poster presented at the meetings of the Society for Research in Child Development. Tampa, Florida.
- Tsethlikai, M., O'Brien, M., Peyton, V., & Hughes, K. (2002) *Breaking stereotypes: Native American parental beliefs and child social development*. Poster presented at the meetings of the American Psychological Association. Chicago, Illinois.
- Tsethlikai, M., Greenhoot, A., & Wagoner, B. (2002). *The relations between children's past experiences, social knowledge, and memories for social situations*. Paper presented at the Conference on Human Development. Charlotte, North Carolina.
- Tsethlikai, M. (2002). *Legitimizing Indigenous knowledge with community based research*. Paper presented at the Native American Professors Conference. Phoenix, AZ.
- Tsethlikai, M. (2001). *Juvenile delinquency and gangs on reservations: An Indigenous perspective*. Paper presented at the Modern Native America Conference. Flagstaff, Arizona.
- Tsethlikai, M. (2001). *Bridging transitions in academia*. Talk presented at the meetings of the Society for the Advancement of Chicanos and Native Americans in Science. Phoenix, Arizona.

GRANTS

Native Children's Research Exchange Scholar	12/2012
Scholars Fellowship Sponsored by NIDA	\$18,000
William T. Grant Foundation	2/2012
Scholars Fellowship	\$350,000
An examination of cultural and cognitive processes facilitating positive youth development in American Indian communities.	
Spencer Foundation – Award number 200700185	2007 - 2008

Cultural Aspects of Children's Learning and Memory	\$35,000
Amount subawarded to the University of Utah	\$8,623

INTERDISCIPLINARY COLLABORATIONS

Arizona State University Southwest Interdisciplinary Research Center	
Faculty Research Affiliate	4/11/2014 to present
The University of Utah College of Health	4/2011
Research and Creative Grant Competition	
Piloting a Self-Regulation (SR) Mentoring Program for Youth at Summer Camp	
Co-investigator with P.I. Robert Sibthorp – \$5000 awarded	

CONTRACTS

Westat	2011 – 2014
Understanding Urban Indian's Interactions with ACF Programs and Services. Conduct review of research on urban Indian issues, and hold focus groups to examine cultural and community barriers to accessing ACF services. Consultant and contributing author on two white papers: Understanding Urban Indian's Interactions with ACF Programs and Services: A Literature Review http://www.acf.hhs.gov/sites/default/files/opre/urban_ai_an_literature_review.pdf Understanding Urban Indians Interactions with ACF Programs and Services: Final Project Report http://www.acf.hhs.gov/sites/default/files/opre/urban_indians_report.pdf	
Consultant for the American Indian Head Start Research Consortium	2009 –2011
Assist with the development of culturally appropriate cognitive assessment tools for American Indian children and assist with testing in participating communities.	
Consultant for the National Urban Indian Family Coalition	2004 - 2005
Responsible for preparing a policy analysis (Urban Indian America: The Status of Native Children and Families Today) documenting the status of urban American Indian families and advocating for their needs at tribal, local, and national levels.	

PROFESSIONAL REVIEWING

Grant reviewer for the National Institutes of Justice Program of Research on American Indian and Alaska Native Youth, July 2014.

Peer Reviewer for the National Institutes of Justice, Office of Justice Programs as of 1/1/2014

Panelist on the Psychology 2 Panel for the 2013 NSF Graduate Research Fellowship Program Evaluation Meeting to be held in Washington, D.C.

Panelist on the Psychology 1 Panel for the 2012 NSF Graduate Research Fellowship Program Evaluation Meeting held in Washington, D.C.

American Indian College Fund Grant Reviewer for the 2011 Sacred Little Ones Initiative Evaluation Meeting held in Denver, CO.

Panelist on the Psychology 2 Panel for the 2011 NSF Graduate Research Fellowship

Program Evaluation Meeting held in Washington, D.C.

Panelist on the Psychology 1 Panel for the 2010 NSF Graduate Research Fellowship Program Evaluation Meeting held in Washington, D.C.

Ad Hoc Reviewer: *Child Development, Maternal and Child Health Journal, Human Development, Journal of Developmental Psychology, Journal of Cognitive Science, Memory; Attention, Learning Processes, and Memory Review Panel, Society for Research in Child Development, 2006.*

GRADUATE DEGREE COMMITTEES

2012	Scheryl Schindler	Preliminary Proposal for Ph.D. Psychology (Clinical)
2011	Stacia Bourne	M.A. Psychology (Developmental)
2011	Rachel Collins	Ph.D. Parks and Recreation
2010	Cass Morgan	Ph.D. Parks and Recreation
2009	Masha Komolova	Ph.D. Psychology (Developmental)
2009	Trisha Weeks	Ph.D. Psychology (Developmental)
2008	Beverly Brehl	Ph.D. Psychology (Developmental)

SENIOR/HONORS THESIS ADVISOR

2010	Caitlin O'Connor, Exploring possible interrelations among social knowledge complexity, social competence, and childhood depression.
2008	Andrea Kalvesmaki, A cross-cultural comparison of social perspective coordination ability and children's recall of mutual conflict between friends.

UNIVERSITY SERVICE

Undergraduate committee, Arizona State University, 2013- present

Undergraduate committee, University of Utah, 2011 – present.

Undergraduate Student Excellence in Teaching, faculty sponsor for Orrin Colby, University of Utah, Summer 2011 to Spring 2012.

American Indian Graduate Student Association faculty sponsor, University of Utah, 2011 - present.

Proposal Reviewer for the Undergraduate Research Opportunities Program, University of Utah, 2008-present

Co-coordinator, Developmental and Clinical Child Brown Bag Talks, University of Utah, 2008 - 2009.

Diversity committee, University of Utah, 2007-2010

Inter-tribal Student Association faculty sponsor, University of Utah, 2007 - 2008.

American Indian student orientation planning committee, University of Utah, 2008 and 2010.

Society for the Advancement of Chicanos and Native Americans in Science, planning committee at the University of Utah for the national conference held in Salt Lake City, Utah in October, 2008.

Mujeres Activas in Letras y Cambio Social, planning committee for the Summer Institute held at the University of Utah, summer 2008.

Co-coordinator, Developmental Psychology Colloquium, University of California, Santa Cruz, 2005.

COMMUNITY SERVICE

AIAN FACES workgroup member representing ASU on a national panel of experts and Region XI Head Start directors, sponsored by the Administration for Children and Families

Speaker for the Salt River Pima Maricopa Indian Community - On the Journey to Wellness Spring Prevention Conference, April, 2014

Presentations to Mesa Public Schools Parent Groups, January, 2013, February, 2014, & October, 2014

AIAN FACES Expert Panel Meeting, December 17, 2013, sponsored by the Office of Planning, Research, and Evaluation (OPRE) within the Administration for Children and Families.

Speaker for the Tohono O'odham Culture Teacher Gathering, March 29, 2012

Steering committee member, Tribal Early Childhood Research Center, University of Colorado, Colorado School of Public Health, Centers for American Indian and Alaska Native Health, 2011 to present.

Grant reviewer for the American Indian College Fund Sacred Little Ones Project, 2011
Judge, American Indian Woman Scholar Competition, University of Utah, April 2009 and 2011. Invited speaker, Community Health and Wellness Sunrise to Sunset Conference, sponsored by American Indians for Drug Free Communities in Utah and Utah Transforming Children and Adolescent Mental Health and Substance Abuse, September 30, 2008.

Mentor, Society for Research in Child Development Millennium Fellows Program held at the Biennial conference held in Boston, MA, 2007, Denver, CO, 2009, and Montreal, CA, 2011.

ADVANCED TRAINING INSTITUTES

Latino Resilience Enterprise Grounded Theory Qualitative Methods Training, January, 2015

William T. Grant Mixed Methods Meeting held at UCLA, March, 2013 and March 2014
Mplus training camp, University of Kansas, June 2013.

National Institute on Drug Abuse Special Populations Research Development Seminar Series, New Investigator Training, Bethesda, Maryland, April 23-24, 2012.

SACNAS Summer Leadership Institute, American Association for the Advancement of Science, July 2009.

Nonlinear Methods for Psychological Science, American Psychological Association, University of Cincinnati, July, 2008.

Using Longitudinal Data Sets, NICHD Study of Early Child Care and Youth Development, University of North Carolina, Chapel Hill, August, 2008

Adriana J. Umaña-Taylor, PhD

Arizona State University
T. Denny Sanford School of Social & Family Dynamics
PO Box 873701, Tempe, AZ 85287-3701

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-
- Ph.D.** Human Development and Family Studies; University of Missouri-Columbia, 2001
Dissertation: "Examining a model of ethnic identity development among Mexican-origin Latino adolescents living in the U.S."
- M.A.** Child Development and Family Relationships; University of Texas at Austin, 1997
Thesis: "Predicting commitment to wed among Hispanic and Anglo partners"
- B.A.** Psychology; University of Texas at Austin, 1994
Cum Laude Graduate
-

PROFESSIONAL EXPERIENCE

Professor (2012-present) Arizona State University, School of Social and Family Dynamics
Associate Director, School of Social and Family Dynamics (2012-2014), Arizona State University
Associate Professor (2007-2012) Arizona State Univ., School of Social and Family Dynamics
Assistant Professor (2004-2007) Arizona State Univ., School of Social and Family Dynamics
Assistant Professor (2001-2004) Univ. of Illinois Urbana-Champaign, Human and Community Development
Editorial Assistant (1997-2001) Journal of Social and Personal Relationships, Editor: Mark A. Fine

HONORS

2013 Faculty Google Award for Diversity and Inclusion, Arizona State University
2012 Foundation Professor, Arizona State University
2007 Promotion and Tenure Faculty Exemplar, Arizona State University
2007 New Professional Alumni Award, University of Missouri, College of Human Env. Sciences
2001 NCFR Affiliate Councils' Outstanding Student Paper Award
2001 Invited Participant, NSF Research Mentoring Program in Human Sciences
2000 – 2001 Donald K. Anderson Graduate Research Award, University of Missouri
2000 – 2001 University of Missouri Parents' Association Teaching Award
1999 – 2000 Superior Graduate Achievement Award, University of Missouri
1998 – 1999 Donald K. Anderson Graduate Teaching Award, University of Missouri
1997 – 2001 Chancellor Gus T. Ridgel Fellow, University of Missouri
1997 National Science Foundation Honorable Mention

JOURNAL ARTICLES (student names in *italics*)

In Press

1. **Umaña-Taylor**, A. J., Tynes, B., Toomey, R. B., Williams, D., & Mitchell, K. (in press). Latino adolescents' perceived discrimination in online and off-line settings: An examination of cultural risk and protective factors. *Developmental Psychology*
2. *Toomey*, R., **Umaña-Taylor**, A. J., Updegraff, K. A., & Jahromi, L. B. (in press). Trajectories of problem behavior among Mexican-origin adolescent mothers. *Journal of Latina/o Psychology*
3. *Douglass*, S., & **Umaña-Taylor**, A. J. (in press). A brief form of the Ethnic Identity Scale: Development and empirical validation. *Identity: An International Journal of Theory and Research*
4. *Zeiders*, K. H., **Umaña-Taylor**, A. J., Updegraff, K. A., & Jahromi, L. B. (in press). An idiographic and nomothetic approach to the study of socio-cultural stressors in the lives of ethnic

minority youth. *Prevention Science*

5. Toomey, R. B., Updegraff, K. A., **Umaña-Taylor**, A. J., & Jahromi, L. B. (in press). Gender role attitudes across the transition to adolescent motherhood: A dyadic investigation of teenage mothers and their mother figures. *Family Process*
6. *Perez-Brena, N.J.*, Updegraff, K.A., & **Umaña-Taylor**, A.J. (in press). Transmission of cultural values among Mexican American parents and their adolescent and emerging adult offspring. *Family Process*
7. *Perez-Brena, N.J.*, Updegraff, K.A., **Umaña-Taylor**, A.J., & Jahromi, L. J. (in press). Coparenting profiles in the context of Mexican-origin teen pregnancy: Links to mother-daughter relationship quality and adjustment. *Family Process*
8. *Derlan, C.*, **Umaña-Taylor**, A. J., Toomey, R., Updegraff, K. A., & Jahromi, L. (in press). Person-environment fit: Everyday conflict and coparenting conflict in Mexican-origin teen mother families. *Cultural Diversity & Ethnic Minority Psychology*
9. *Zeiders, K. H.*, **Umaña-Taylor**, A. J., Updegraff, K. A., & Jahromi, L. B. (in press). Acculturative stress, depressive symptoms, and maternal warmth: Examining within-person relations among Mexican-origin adolescent mothers. *Development & Psychopathology*
10. Brittan, A. S., Kim, S. Y., Armenta, B. E., Lee, R. M., **Umaña-Taylor**, A. J., Schwartz, S. J., Villalta, I. K., Zamboanga, B. L., Weisskirch, R. S., Juang, L. P., Castillo, L. G., & Hudson, M. L. (in press). Do dimensions of ethnic identity mediate the association between perceived ethnic group discrimination and depressive symptoms? *Cultural Diversity and Ethnic Minority Psychology*
11. Updegraff, K.A., McHale, S. M., *Zeiders, K. H.*, **Umaña-Taylor**, A.J., *Perez-Brena, N. J.*, *Wheeler, L. A.*, & *Rodríguez, S. A.* (in press). Trajectories of Mexican American youth's gender role attitudes from adolescence to young adulthood. *Journal of Youth & Adolescence*
12. *Kao, S. I.*, Updegraff, K. A., *Zeiders, K. H.*, McHale, S. M., **Umaña-Taylor**, A. J., & *Rodríguez, S. A.* (in press). Mexican American adolescents' sleep patterns: Contextual correlates and implications for health and adjustment in young adulthood. *Journal of Youth & Adolescence*
13. Tynes, B. M., Rose, C. A., Hiss, S., **Umaña-Taylor**, A. J., Mitchell, K., & Williams, D. (in press). Virtual Environments, Online Racial Discrimination, and Adjustment among a Diverse, School-based Sample of Adolescents. *International Journal of Gaming and Computer Mediated Simulations*
14. Ayón, C., Baldwin, A., **Umaña-Taylor**, A.J., Marsiglia, F.F., & Harthun, M. (in press). *Agarra el momento/seize the moment*: Developing communication activities for a drug prevention intervention with and for Latino families in the US Southwest. *Qualitative Social Work*.
15. Updegraff, K. A. & **Umaña-Taylor**, A.J. (in press). What can we learn from the study of Mexican-origin families in the U.S.? *Family Process*

2014

16. **Umaña-Taylor**, A. J., Quintana, S. M., Lee, R. M., Cross, W. E., Rivas-Drake, D., Schwartz, S. J., Syed, M., Yip, T., Seaton, E., & Study Group on Ethnic and Racial Identity in the 21st Century (2014). Ethnic and Racial Identity Revisited: An Integrated Conceptualization. *Child Development*, 85, 21-39.
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21. *Perez-Brena, N.J., Updegraff, K.A., & Umaña-Taylor, A.J. (2014). Youths' Imitation and De-Identification from Parents: A Process Associated with Parent-Youth Cultural Incongruence in Mexican American Families. Journal of Youth and Adolescence, 43, 2028-2040.*
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24. *Basilio, C. D., Knight, G. P., O'Donnell, M., Roosa, M. W., Gonzales, N., Umaña-Taylor, A. J., & Torres, M. (2014). The Mexican-American Biculturalism Scale: Bicultural Comfort, Ease, and Advantage for Adolescents and Adults. Psychological Assessment, 26, 539-554.*
25. *Schwartz, S. J., Syed, M., Yip, T., Knight, G. P., Umaña-Taylor, A. J., Rivas-Drake, D., Lee, R., & Study Group on Ethnic and Racial Identity in the 21st Century (2014). Methodological issues in ethnic and racial identity research: Theoretical precision, measurement issues, and research designs. Child Development, 85, 58-76.*
26. *Rivas-Drake, D., Seaton, E. K., Markstrom, C., Quintana, S., Syed, M., Lee, R., Schwartz, S. J., Umaña-Taylor, A. J., French, S., Yip, T., & Study Group on Ethnic and Racial Identity in the 21st Century (2014). Ethnic and Racial Identity in Adolescence: Implications for Psychosocial, Academic, and Health Outcomes. Child Development, 85, 40-57.*
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for Mexican-Origin Adolescent Mothers. *Journal of Adolescence*, 36, 825-833.

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95. Weaver, S. E., & **Umaña-Taylor**, A. J., *Hans*, J. D., & *Malia*, S. E. C. (2001). Challenges family scholars may face in studying family diversity: A focus on Latino families, stepfamilies, and parenthood. *Journal of Family Issues*, 22, 922-939. DOI: 10.1177/019251301022007007

BOOKS

Knight, G. P., *Roosa*, M. W., & **Umaña-Taylor**, A. J. (2009). *Methodological challenges in studying ethnic minority or economically disadvantaged populations*. Washington, DC: American Psychological Association.

EDITED BOOKS

Santos, C., & **Umaña-Taylor**, A. J. (Eds.) (in press). *Studying Ethnic Identity: Methodological and Conceptual Approaches across Disciplines*. Washington, DC: American Psychological Association.

Juang, L. & **Umaña-Taylor**, A. J. (Eds.) (2012). *New Directions for Child and Adolescent Development - Family Conflict among Chinese and Mexican-origin Adolescents and their Parents in the U.S.* Hoboken, NJ: Wiley.

Umaña-Taylor, A. J. (Ed.). (2001). *Ethnic Minority Teaching Resource Manual, Vol. II*. Minneapolis, MN: National Council on Family Relations.

Umaña-Taylor, A. J. (Ed.). (1999). *Ethnic Minority Teaching Resource Manual, Vol. I*. Minneapolis, MN: National Council on Family Relations.

BOOK CHAPTERS

1. **Umaña-Taylor**, A. J. (in press). Ethnic identity research: How far have we come? In C. E. Santos & A. J. Umaña-Taylor (Eds.), *Studying Ethnic Identity: Methodological and Conceptual Approaches Across Disciplines*. Washington, DC: American Psychological Association.
2. **Umaña-Taylor**, A. J. & *Updegraff*, K. A. (2013). Latino families in the United States. In G. W. Peterson, & K. R. Bush (Eds.), *Handbook of Marriage and Family (3rd ed.)* (pp. 723-747). New York: Springer.
3. *Juang*, L. & **Umaña-Taylor**, A. J. (2012). Family Conflict among Chinese and Mexican-origin Adolescents and their Parents in the U.S.: An Introduction. In L. Juang & A. J. Umaña-Taylor

- (Eds.,) *New Directions for Child and Adolescent Development* (pp. 1-12). Hoboken, NJ: Wiley.
4. Updegraff, K. A., **Umaña-Taylor**, A. J., *Perez-Brena*, N., & *Pflieger*, J. (2012). Mother-Daughter Conflict and Adjustment in Mexican-Origin Families: Exploring the Role of Family and Sociocultural Context. *New Directions for Child and Adolescent Development*, 135, 59-81.
 5. Roosa, M. W., Knight, G. P., & **Umaña-Taylor**, A. J. (2012). Research with Underresearched Populations. In Cooper (Ed.) *APA Handbook of Research Methods in Psychology* (pp. 101-115). Washington, DC: American Psychological Association.
 6. **Umaña-Taylor**, A. J. (2011). Ethnic Identity. In S. J. Schwartz, K. Luyckx & V. L. Vignoles (Eds.,) *Handbook of Identity Theory and Research* (pp. 791-809). New York: Springer.
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 8. **Umaña-Taylor**, A. J., & *Alfaro*, E. C. (2009). Acculturative Stress and Adaptation. In F. A. Villaruel, G. Carlo, J. M. Grau, M. Azmitia, N. Cabrera, & T. J. Chahin (Eds.,) *Handbook of Latino Psychology* (pp. 135-152). Thousand Oaks, CA: Sage Publications.
 9. Updegraff, K. A., Crouter, A. C., **Umaña-Taylor**, A. J., & *Cansler*, E. (2007). Work-family linkages in the lives of families of Mexican origin. In J. Lansford, K. Deater-Deckard, & M. Bornstein (Eds.), *Immigrant families* (pp. 250-267). New York: Guilford Press.
 10. **Umaña-Taylor**, A. J., & *Alfaro*, E. C. (2006). Ethnic Identity Among U.S. Latino Adolescents: Theory, Measurement, and Implications For Well Being. In F. A. Villaruel & T. Luster (Eds.), *The Crisis in Youth Mental Health: Disorders in Adolescence* (pp. 195-211). Westport, CT: Greenwood Publishing.
 11. **Umaña-Taylor**, A. J., & *Alfaro*, E. A. (2006). Divorce and relationship dissolution among Latino populations in the U.S. In M. A. Fine, & J. Harvey (Eds.), *Handbook of Divorce and Relationship Dissolution* (pp. 515-530). Mahwah, NJ: Erlbaum.
 12. **Umaña-Taylor**, A. J. (2005). The Ethnic Identity Scale. In K. A. Moore, & L. H. Lippman (Eds.), *What do children need to flourish? Conceptualizing and measuring indicators of positive development* (pp. 75-91). New York, NY: Springer Science+Business Media.
 13. **Umaña-Taylor**, A. J. (2003). Ethnic and Racial Identities. In J. R. Miller, R. M. Lerner, L. B., Schiamberg, & P. M. Anderson (Eds.), *Human ecology: An encyclopedia of children, families, communities, and environments* (pp. 245-247). Santa Barbara, CA: ABC-Clio.
 14. **Umaña-Taylor**, A. J. (2003). Language brokering as a stressor for immigrant children and their families. In M. C. Coleman, & L. H. Ganong, (Eds.), *Points and Counterpoints: Controversial Relationship and Family Issues in the 21st Century* (pp. 157-159). LA: Roxbury.
 15. Fine, M. A., & **Umaña**, A. J. (1999). Hurt. In D. Levinson, J. J. Ponzetti, & P. F. Jorgensen (Eds.), *Encyclopedia of human emotions* (pp. 395-397). NY: Macmillan.

MANUSCRIPTS UNDER REVIEW

- Umaña-Taylor**, A.J., Updegraff, K. A., Jahromi, L. B., & *Zeiders*, K. H. An examination of trajectories of ethnic identity and autonomy development among Mexican-origin adolescent mothers.
- Douglass*, S., & **Umaña-Taylor**, A. J. Time-varying effects of family ethnic socialization on ethnic-racial identity development.
- Derlan*, C. L., & **Umaña-Taylor**, A. J. Contextual predictors of African American adolescents' ethnic identity affirmation/belonging and resistance to peer pressure.
- Wheeler*, L.A., Updegraff, K.A., & **Umaña-Taylor**, A.J. Analytic approaches for family research using longitudinal dyadic data.
- Derlan*, C. L., **Umaña-Taylor**, A. J., Updegraff, K. A., Jahromi, L., & A. J., Guimond, A. B. The family system over time: Mother-grandmother and mother-father coparenting among Mexican-origin adolescent mothers and families.

- Bravo, D., Umaña-Taylor, A. J., Guimond, A. B., Updegraff, K. A., & Jahromi, L.* Teen pregnancy attitudes, coparenting, and teen moms' depressive symptoms.
- Tynes, B. M., Rose, C. A., Mitchell, K. J., Williams, D., & Umaña-Taylor, A. J.* The Revised Online Victimization Scale: Reliability, validity, and norms among a school-based, ethnically diverse sample of youth.
- Bravo, D., Toomey, R. B., & Umaña-Taylor, A. J., Updegraff, K. A., & Jahromi, L. J.* Growth Trajectories of Mexican-origin adolescent mothers' educational expectations
- Alfaro, E. C., & Umaña-Taylor, A. J.* Latino Adolescents' Academic Motivation throughout High School: The Role of Academic Support
- Alfaro, E. C., & Umaña-Taylor, A. J.* The longitudinal trajectories of Latino adolescents' academic expectations: The role of generational status and gender
- Derlan, C. L., Umaña-Taylor, Updegraff, K. A., & Jahromi, L.* Maternal cultural characteristics and ethnic socialization as predictors of Mexican-origin adolescent mothers' ethnic identity.
- Zeiders, K. H., Updegraff, K. A., Umaña-Taylor, A. J., McHale, S. M., & Padilla, J.* Familism values, family time, and Mexican-origin adolescents' depressive symptoms.
- Zeiders, K. H., Umaña-Taylor, A. J., Jahromi, L., & Updegraff, K. A.* Grandmothers' familism values, adolescent mothers' parenting efficacy, and children's social competence.
- Killoren, S., Zeiders, K. H., Updegraff, K. A., & Umaña-Taylor, A. J.* The sociocultural context of Mexican-origin pregnant adolescents' attitudes toward teen pregnancy.
- Umaña-Taylor, A. J., & Douglass, S.* Developing an ethnic identity intervention from a developmental perspective: Process, content, and implementation.

WORKS IN PROGRESS

- Umaña-Taylor, A. J.* Culture and ethnic identity. In L. Balter & C. S. Tamis-LeMonda (Eds.) *Child Psychology: A Handbook of Contemporary Issues (3rd ed)*. New York: Psychology Press, Taylor & Francis.
- Toomey, R. B., Umaña-Taylor, A. J., Updegraff, K. A., & Jahromi, L. B.* Are ethnic and personal identity unique constructs? An investigation among Mexican-origin adolescent mothers.
- Seay, D. Jahromi, L. B., Umaña-Taylor, A. J., & Updegraff, K. A.* Intergenerational parenting behaviors and child outcomes.
- Seay, D. Umaña-Taylor, A. J., Jahromi, L. B., & Updegraff, K. A.* Mothers' social competence, child compliance, and child outcomes.
- Derlan, C. L., Umaña-Taylor, A. J., Updegraff, K. A., & Jahromi, L.* Ethnic socialization attitudes predicting ethnic socialization behaviors.
- Derlan, C. L., Umaña-Taylor, A. J., Jahromi, L. B., & Updegraff, K. A.* Measuring ethnic socialization attitudes and behaviors.
- Derlan, C. L., Umaña-Taylor, A. J., Updegraff, K. A., & Jahromi, L.* Examining the family stress process model with Mexican-origin teen mothers

FUNDED GRANTS

- Ethnic and Racial Identity in the 21st Century.* Society for Research in Child Development Strategic Plan Grant, \$20,100; American Psychological Association Division 45: Society for the Psychological Study of Ethnic Minority Issues Grant, \$500; Society for Research on Adolescence Innovative Small Grants Award, \$3,000. Total funds: \$23,600. 2/2012 to 4/2014. **Co-PI** with D. Rivas-Drake.
- Mexican-origin Teen Moms, Their Infants, and Mother Figures: Health & Development.* National Institute of Child Health and Human Development (R01HD061376), \$2,929,599; 7/2010 to 5/2015. **PI: Umaña-Taylor.**
- Racial Discrimination in Online Contexts: The Impact on Adolescent Adjustment.* National Institute of Child Health and Human Development (R01HD061584), \$1,415,635; 4/2010 to 2/2014. **Co-I; PI:** Tynes.

- Developmental, Family, and Cultural Pathways to Young Adulthood*. National Institute of Child Health and Human Development (R01HD032336), \$2,254,851; 3/2010 to 2/2015. **Co-I**; PI: McHale.
- Culture, Context, and Mexican American Mental Health*. National Institute of Mental Health (R01MH68920), \$3,776,774; 7/2009 to 6/2014. **Co-I**; PI: Roosa.
- Health Disparities Research at SIRC: Cultural Processes in Risk and Resilience*. National Institute on Minority Health and Health Disparities (2 P20MD002316), \$6,300,000; 2/2012-1/2017. **Co-I**; PI: Marsiglia.
- Development of New Item Clusters for the HOME Inventory*. National Institute of Child Health and Human Development (R21HD068721), \$421,874; 4/2011 to 3/2013. **Co-I**; PI: Bradley.
- A Longitudinal Study of Mexican Origin Youth: Culture, Family and Adjustments*. National Institute of Child Health and Human Development (R01HD039666), \$3,586,341; 3/2007 to 2/2012. **Co-I**; PI: Updegraff.
- Supporting MAMI: Mexican-origin Adolescent Mothers and Infants*. Fahs-Beck Fund for Research and Experimentation of the New York Community Trust, \$9,300; 8/2009 to 7/2011. **PI: Umaña-Taylor**.
- Supporting Mexican-origin Adolescent Mothers and Infants: Supplement to Investigate Infant Development*. Arizona State University, School of Social and Family Dynamics, Seed Grant for the Challenged Child Project, \$21,600; 2007-2009. **PI: Umaña-Taylor**.
- Parenting Among Mexican-Origin Adolescent Mothers*. Department of Health and Human Services-Office of Population Affairs, \$749,111; 7/2006 to 6/2010. **PI: Umaña-Taylor**.
- Examining Depressive Symptoms Among Latina Adolescents*. National Institute of Mental Health Doctoral Student Fellowship (R36MH077425), \$44,014; 7/2006 to 8/2007. Faculty Mentor: **Umaña-Taylor**.
- Personalized Exercise for Adolescents with Diabetes*. National Institutes of Health, \$409,087, 1/2007 to 12/2008. **Co-I**; PI: Faulkner.
- Research Personnel Training Program: Short Stay in Foreign Institution*. Unión Europea & Comunidad de Madrid Consejería de Educación. Support for Doctoral Student *Sonsoles Calderón López* from the Universidad Complutense de Madrid, Department of Psychology, to collaborate abroad from 9/29/06 to 12/10/06 at Arizona State University. Faculty mentor: **Umaña-Taylor**.
- Parent-child Relationships and Adolescent Outcomes: An Examination of Colombian Adolescents*. William and Flora Hewlett Foundation International Grant, \$4,000, 2004-2005. **PI: Umaña-Taylor**; grant declined by PI due to relocation to Arizona State University.
- Examining the Psychometric Properties of the Ethnic Identity Scale Among Diverse Populations*. University of Illinois at Urbana Champaign Campus Research Board. Funding period: April, 2003 – May, 2004. Amount awarded: \$20,000. **PI: Umaña-Taylor**.
- Resilience among immigrant families through the ethnic socialization of Latino adolescents*. Pampered Chef Family Resilience Program. Funding period: June 1, 2002 – June 1, 2004. Amount awarded: \$12,000 per year for 2 years (total funding: \$24,000). **PI: Umaña-Taylor**.
- Latinos' ethnic identity, psychological well-being, and educational success*. USDA (Hatch) approved by CSREES 12/14/01 (Funding period: October 1, 2001 - September 30, 2006). Amount awarded: \$7,400 per year for 5 years (total funding: \$37,000). **PI: Umaña-Taylor**.
- Examining a model of ethnic identity development among adolescent Latinos*. Fahs-Beck Fund for Research and Experimentation of the New York Community Trust, July, 2000. Amount awarded: \$3,000. **PI: Umaña-Taylor**.
- Chancellor Gus T. Ridgel Graduate Fellow*. Academic doctoral fellowship, 1997-2001. Amount awarded: \$40,000 and 4 years of tuition expenses (total funding: \$64,000).

INVITED PRESENTATIONS

- Umaña-Taylor, A. J.** (2014, December). *An examination of developmental trajectories and adjustment among Mexican-origin teen mothers*. Invited Speaker, Southwest Interdisciplinary Research Center Colloquium Series.

- Umaña-Taylor, A. J.** (2013, March). *Latino Adolescents' Ethnic Identity: A Promotive and/or Protective Factor?* Invited Speaker, University of North Carolina-Chapel Hill, Center for Developmental Science, Carolina Consortium on Human Development Speaker Series.
- Umaña-Taylor, A. J.** (2012, March). *Ethnic Identity Development among Latino Adolescents in the U.S.* Margaret Mangel Lectureship Series Speaker, College of Human Environmental Sciences, University of Missouri-Columbia.
- Umaña-Taylor, A. J.** (2011, May). *Ethnic Identity among Latino Adolescents in the U.S.: Understanding Development and Context.* Invited Speaker, Department of Social and Developmental Psychology, University of Rome, Rome Italy.
- Umaña-Taylor, A. J.** (2010, May). *Ethnic identity among Latino adolescents: Predictors, protection, and practical implications.* Invited panelist for AERA Presidential Session: Identity, Ethnicity, and Race in Learning. American Educational Research Association Annual Meeting, Denver, CO.
- Umaña-Taylor, A. J., Updegraff, K. A., & Gonzales-Backen, M. A.** (2009, June). *Findings from the Supporting MAMI Project: How Cultural Factors Can Protect Mexican-origin Teen Mothers from the Effects of Common Stressors.* Invited Speaker for Department of Health and Human Services Adolescent and Family Life Research Webcast, Rockville, MD.
- Umaña-Taylor, A. J.** (2009, March). *Adolescents in Cultural Context.* Invited Speaker at Dedication and Academic Conference, McClelland Institute for Children, Youth, and Families, Tucson, AZ.
- Umaña-Taylor, A. J.** (2008, September). *Working with Latino children and families.* Invited Workshop at Infant Toddler Mental Health Coalition of Arizona Annual Conference, Phoenix, AZ.
- Updegraff, K.A., & **Umaña-Taylor, A.** (2008, October). *Structure and process in Mexican-origin families and their implications for youth development.* Paper presented at Penn State's 16th National Symposium on Family Issues, Development of Hispanic Children in Immigrant Families: Challenges and Prospects, University Park, Pennsylvania.
- Umaña-Taylor, A. J.** (2007, April). *Developing, adapting, and implementing interventions for Latino youth.* Invited Discussant at Developing Interventions for Latino children, Youth, and Families Conference, St. Louis, MO.
- Umaña-Taylor, A. J.** (2003, March). *Using the Ethnic Identity Scale to measure the developmental pathways of high school and college age students.* Invited Speaker at the Child Trends Indicators of Positive Development Conference, Washington, DC.
- Umaña-Taylor, A. J.** (2003, September). *Measuring Ethnic Identity Development.* Invited speaker to the NIMH Career Opportunities in Research (COR) and Training Program. California State University, Northridge, CA.

CONFERENCE PRESENTATIONS

1. **Derlan, C. L., Umaña-Taylor, A. J., Updegraff, K. A., Jahromi, L. B., & Fuentes, S.** (2014, November). A prospective test of the family stress model with Mexican-origin adolescent mothers. Paper presented at the 76th annual National Council on Family Relations Conference, Baltimore, MD
2. **Zeiders, K. H., Umaña-Taylor, A. J., Jahromi, L. B., & Updegraff, K. A.** (2014, November). Intergenerational benefits of familism values for Mexican-origin families. Poster presented at the 76th annual National Council on Family Relations Conference, Baltimore, MD.
3. **Bravo, D., Umaña-Taylor, A. J., Updegraff, K. A., & Jahromi, L.** (2014). *Mothers' Educational Expectations as a moderator of Acculturative Stress and Adolescent Mothers' Adjustment.* Paper presented at National Council on Family Relations, Baltimore, MD.
4. **Toomey, R. B., Jones, S. K., Umaña-Taylor, A. J., Updegraff, K. A., & Jahromi, L. B.** (2014, November). *Two sides of the same coin: Reporter discrepancies in Latina families.* Poster presented at the Annual Conference of the National Council on Family Relations, Baltimore, MD.

5. **Umaña-Taylor, A. J.** (2014, November). *Parenting Among Latina Adolescent Mothers: Predictive Factors And Consequences For Children's Behavioral Development*. Discussant for Symposium at the Society for Research on Child Development Themed Conference on At-Risk Parenting. San Diego, CA.
6. **Derlan, C. L., & Umaña-Taylor, A. J.** (2014, March). *Contextual predictors of African American adolescents' ethnic identity affirmation-belonging and resistance to peer pressure*. Poster presented at the Society for Research on Adolescence Biennial Meeting, Austin, TX.
7. **Bravo, D. Y., Umaña-Taylor, A. J., Toomey, R., Updegraff, K. A., & Jahromi, L.** (2014). *Mexican-origin Adolescent Mothers' Acculturative stress and the Educational Aspiration-Expectation Gap*. Poster presented at Society for Research on Adolescence, Austin, TX.
8. **Toomey, R. B., Umaña-Taylor, A. J., Updegraff, K. A., & Jahromi, L. B.** (2014, March). *Trajectories of problem behavior among Mexican-origin adolescent mothers: An examination of risk enhancing and reducing factors*. Paper presented at the Society for Research on Adolescence Biennial Meeting, Austin, TX.
9. **Zeiders, K. H., Umaña-Taylor, A.J., Updegraff, K.A., & Jahromi, L.B.** (March, 2014). Cultural adaptation stress, depressive symptoms, and maternal warmth: Examining within-person relations among Mexican-origin adolescent mothers. Paper presented at the Society for Research on Adolescence Conference, Austin, TX.
10. **Harvey-Mendoza, E.C., Umaña-Taylor, A.J., Derlan, C. L., Zeiders, K., Updegraff, K.A., Jahromi, L.B.** (2014). Contextual influences on Mexican-origin teen mothers' values and ethnic identity. Poster presented at the Society for Research on Adolescence Conference, Austin, TX.
11. **Perez-Brena, N. J., Updegraff, K. A., & Umaña-Taylor, A. J.** (2014, March). Imitation and De-Identification from Parents and Parent-Youth Cultural Incongruence in Mexican American Families. Poster presented at the Society for Research on Adolescence Conference, Austin, TX.
12. **Zeiders, K. H., Updegraff, K. A., Umaña-Taylor, A. J., McHale, S. M., & Padilla, J.** (2014, March). Familism values, family time, and youths' adjustment: Examining longitudinal relations among Mexican American youth. Paper presented at the Society for Research on Adolescence Conference, Austin, TX.
13. **Wheeler, L. A., Zeiders, K. H., Updegraff, K. A., Umaña-Taylor, Rodríguez, S. A., & Perez-Brena, N. J.** (2014, March). Familism values linked with Mexican-origin youths' trajectories of risk taking behavior from adolescence to early adulthood. Poster presented at the Society for Research on Adolescence Conference, Austin, TX.
14. **Updegraff, K. A., Perez-Brena, N., Wheeler, L. A., Umaña-Taylor, A. J., Rodríguez, S. A., Zeiders, K. H., & Kuo, S.** (2014, March). Mothers' and fathers' involvement in Mexican American youth's romantic relationships. Poster presented at the Society for Research on Adolescence Conference, Austin, TX.
15. **Wheeler, L. A., Killoren, S. E., Updegraff, K. A., McHale, S., & Umaña-Taylor, A. J.** (2014, March). Mexican-Origin Siblings' Similarities in the Transitions to Adult Roles. Paper presented at the Biannual meeting of the Society for Research on Adolescence, Austin, TX.
16. **Toomey, R. B., Updegraff, K. A., Umaña-Taylor, A. J., & Jahromi, L. B.** (November, 2013). *Gender role attitudes across the transition to parenthood among teen moms*. Poster presented at the 2013 National Council on Family Relations Annual Conference, San Antonio, TX.
17. **Derlan, C. L., Umaña-Taylor, A. J., Updegraff, K. A., Jahromi, L. B., & Zeiders, K. H.** (November, 2013). *Values and stressors as predictors of ethnic socialization behaviors*. Paper presented at the 75th annual National Council on Family Relations Conference, San Antonio, TX.
18. **Bravo, D., Umaña-Taylor, A., Zeiders, K., Updegraff, K., Jahromi, L., Harvey-Mendoza, E.** (November, 2013). *Implications of mother-adolescent relationships across economic hardship classes*. Poster presented at the 2013 National Council on Family Relations annual conference, San Antonio, TX.
19. **Harvey, E., Bravo, D., Zeiders, K., Umaña-Taylor, A., Updegraff, K., Jahromi, L.** (November,

- 2013). *Language competency pressures among mexican-origin mother-daughter dyads*. Paper presented at the 2013 National Council on Family Relations annual conference, San Antonio, TX.
20. Wheeler, L. A., Updegraff, K. A., McHale, S., & **Umaña-Taylor, A. J.** *Prospective Links between Mexican-origin Parents' Relationships with Youth's Romantic Relationships*. Paper presented at the 75th annual National Council on Family Relations Conference, San Antonio, TX.
 21. Nair, R., Delgado, M., Updegraff, K. A., **Umaña-Taylor, A. J.**, & McHale, S. (November, 2013) *Mexican-origin youths' conflict with parents and trajectories of adjustment*. Paper presented at the 75th annual National Council on Family Relations Conference, San Antonio, TX.
 22. Toomey, R., **Umaña-Taylor, A. J.**, Williams, D., Harvey-Mendoza, E., Jahromi, L., & Updegraff, K. (April, 2013). *The Impact of Arizona's Immigration Law on Health and Service Utilization of Mexican-origin Teen Mothers*. Paper presented at the 2013 Society for Research in Child Development Biennial Conference, Seattle, WA.
 23. Bravo, D., **Umaña-Taylor, A. J.**, Toomey, R., Updegraff, K. A., & Jahromi, L. B. (April, 2013). *Mexican-origin Adolescent Mothers' Academic Expectations: Predictors and Outcomes Associated with Different Growth Trajectories*. Paper presented at the 2013 Society for Research in Child Development Biennial Conference, Seattle, WA.
 24. Derlan, C., **Umaña-Taylor, A. J.**, Updegraff, K. A., Jahromi, L. B., & Guimond, A. B. (April, 2013). *The Family System Over Time: Mother-Grandmother and Mother-Father Co-Parenting Among Mexican-origin Adolescent Mothers and Families*. Poster presented at the 2013 Society for Research in Child Development Biennial Conference, Seattle, WA.
 25. Derlan, C., **Umaña-Taylor, A. J.**, Updegraff, K. A., Jahromi, L. B., (April, 2013). *Maternal Cultural Characteristics and Ethnic Socialization as Predictors of Mexican-origin Adolescent Mothers' Ethnic Identity*. Poster presented at the 2013 Society for Research in Child Development Biennial Conference, Seattle, WA.
 26. Harvey-Mendoza, E., **Umaña-Taylor, A. J.**, Guimond, A. B., Updegraff, K. A., & Jahromi, L. B. (April, 2013). *Cultural and Family Factors on Mexican-Origin Teen Mothers' Educational Aspirations, Expectations, and Attainment*. Poster presented at the 2013 Society for Research in Child Development Biennial Conference, Seattle, WA.
 27. Killoren, S., Updegraff, K. A., **Umaña-Taylor, A. J.**, & Jahromi, L. B. (April, 2013). *Exploring Cultural Correlates of Pregnant Mexican-origin Adolescents' Attitudes Toward Teen Pregnancy*. Poster presented at the 2013 Society for Research in Child Development Biennial Conference, Seattle, WA.
 28. **Umaña-Taylor, A. J.**, Updegraff, K. A., & Zeiders, K. H. (October, 2012). *Family Ethnic Socialization: A Parent-Driven Process?* Paper presented at the 2012 National Council on Family Relations Annual Conference, Phoenix, AZ.
 29. Bravo, D., **Umaña-Taylor, A.**, Guimond, A., Updegraff, K., & Jahromi, L. (October, 2012). *Teen Pregnancy Attitudes, Coparenting, and Teen Moms' Depressive Symptoms*. Paper presented at the 2012 National Council on Family Relations Annual Conference, Phoenix, AZ.
 30. Derlan, C. L., **Umaña-Taylor, A. J.**, Guimond, A. B., Toomey, R. B., Updegraff, K. A., & Jahromi, L. B. (October, 2012). *Person-environment fit: Everyday conflict and coparenting conflict in Mexican-origin teen mother families*. Paper presented at the 2012 National Council on Family Relations Annual Conference, Phoenix, AZ.
 31. Guimond, A. B., **Umaña-Taylor, A. J.**, Jahromi, L., & Updegraff, K. A. (October, 2012). *Teen Moms' Parenting Competence and Child Social-emotional Outcomes*. Paper presented at the National Council on Family Relations Annual Conference, Phoenix, AZ.
 32. Harvey-Mendoza, E.C., **Umaña-Taylor, A.J.**, Guimond, A.B., Updegraff, K.A., & Jahromi, L.B. (October, 2012). *Maternal and School Influences on Mexican-origin Pregnant Teens' Education*. Poster presented at the 2012 National Council on Family Relations Annual Conference, Phoenix, AZ.

33. Jahromi, L.B., Guimond, A. B., **Umaña-Taylor**, A. J., Updegraff, K. A., & Toomey, R.B. (October, 2012). *Family Context Promotes Teen Mothers' Parenting Knowledge and Child Outcomes*. Paper presented at the annual conference for the National Council on Family Relations, Phoenix, AZ.
34. Rodríguez, S. A., Updegraff, K. A., McHale, S. M., Killoren, S. E., & **Umaña-Taylor**, A. J. (October, 2012). *The family and cultural context of Mexican-origin adolescents' sibling relationships*. Paper presented at the 2012 National Council on Family Relations Annual Conference, Phoenix, AZ.
35. Toomey, R. B., **Umaña-Taylor**, A. J., Jahromi, L. B., & Updegraff, K. A. (October, 2012). *Does support change? The transition from teen pregnancy to raising toddlers*. Paper presented at the 2012 National Council on Family Relations Annual Conference, Phoenix, AZ.
36. Updegraff, K.A., Perez-Brena, N.J., **Umaña-Taylor**, A. J., Jahromi, L.B., & **Harvey-Mendoza**, E.C. (October, 2012). *Mexican-Origin Mothers' Adjustment Across Daughters' Transition to Parenthood*. Poster presented at the National Council on Family Relations Annual Conference, Phoenix, AZ.
37. Wheeler, L. A., Updegraff, K. A., & **Umaña-Taylor**, A. J. (October, 2012). *Longitudinal Associations between Marital Quality and Depressive Symptoms among Mexican American Couples*. Paper presented at the Annual Meeting of the National Council on Family Relations, Phoenix, Arizona.
38. Wheeler, L. A., McHale, S., **Umaña-Taylor**, A. J., Perez-Brena, N., & Updegraff, K. A. (October, 2012). *Cultural correlates of attitudes about marriage and cohabitation among Mexican-origin youth*. Paper presented at the 2012 SRCD Themed Meeting: Transitions from Adolescence to Adulthood, Tampa, FL.
39. Wheeler, L. A., Updegraff, K. A., & **Umaña-Taylor**, A. J. (October, 2012). *The role of Mexican American family work contexts on parent-adolescent relationships and youth's future orientations*. Poster presented at the 2012 SRCD Themed Meeting: Transitions from Adolescence to Adulthood, Tampa, FL.
40. Perez-Brena, N., & Updegraff, K. A., **Umaña-Taylor**, A. J., McHale, S., Rodriguez, S. A., & Delgado, M. (October, 2012). *Trajectories of Mexican American youth's academic aspirations and expectations: The role of socioeconomic and immigrant background*. Poster presented at the 2012 SRCD Themed Meeting: Transitions from Adolescence to Adulthood, Tampa, FL.
41. **Umaña-Taylor**, A. J., Guimond, A. B., & Updegraff, K. A., & Jahromi, L. (March, 2012). *A Longitudinal Examination of Social Support and Self-esteem Interacting to Inform Mexican-origin Teen Moms' Parenting Efficacy*. Paper presented at the 2012 Society for Research on Adolescence Biennial Conference, Vancouver BC, Canada.
42. **Umaña-Taylor**, A. J., O'Donnell, M., Knight, G., Roosa, M., Berkel, C., & Nair, R. (March, 2012). *Ethnic Socialization, Ethnic Identity, and Mexican-origin Adolescents' Adjustment: Moderation by School Ethnic Composition*. Paper presented at the 2012 Society for Research on Adolescence Biennial Conference, Vancouver BC, Canada.
43. Bravo, D., **Umaña-Taylor**, A. J., Guimond, A. B., & Updegraff, K. A., & Jahromi, L. (March, 2012). *Familism, Family Ethnic Socialization, and Mexican-origin Adolescent Mothers' Psychosocial Adjustment*. Poster presented at the 2012 Society for Research on Adolescence Biennial Conference, Vancouver BC, Canada.
44. Derlan, C. L., **Umaña-Taylor**, A. J., Toomey, R., Updegraff, K. A., Jahromi, L., & Flores, L. (March, 2012). *A longitudinal examination of Mexican-origin adolescent mothers' discrimination, acculturation, and ethnic identity*. Poster presented at the 2012 Society for Research on Adolescence Biennial Conference, Vancouver BC, Canada.
45. Toomey, R., **Umaña-Taylor**, A. J., Updegraff, K. A., & Jahromi, L. (March, 2012). *Ethnic Identity Development and Ethnic Discrimination: Examining Dynamic Associations Over Time for Latina Adolescent Mothers*. Paper presented at the 2012 Society for Research on Adolescence Biennial

- Conference, Vancouver BC, Canada.
46. Brittian, A., **Umaña-Taylor**, A. J., & Derlan, C. (March, 2012). *Hapa, Latino, White, and Unique: The Role of Ethnic Identity and Context in Shaping Biracial Young Adults' Psychosocial Outcomes and Mental Health*. Paper presented at the 2012 Society for Research on Adolescence Biennial Conference, Vancouver BC, Canada.
 47. Rodríguez, S.A., Killoren, S., Updegraff, K. A., McHale, S., & **Umaña-Taylor**, A. J. (March, 2012). *Mexican-origin adolescents' positive development: The role of siblings*. Poster presented at the 2012 Society for Research on Adolescence Biennial Conference, Vancouver BC, Canada.
 48. Rodríguez, S.A., Updegraff, K. A. McHale, S., Delgado, M., & **Umaña-Taylor**, A. J. (March, 2012). *Mexican-origin youth's involvement in housework from late adolescence to young adulthood: The role of gender and culture*. Poster presented at the 2012 Society for Research on Adolescence Biennial Conference, Vancouver BC, Canada.
 49. Perez-Brena, N., Updegraff, K. A., & **Umaña-Taylor**, A. J. (March, 2012). *Transmission of cultural values among Mexican American families: Parents', adolescents', and emerging adults' familism values*. Poster presented at the 2012 Society for Research on Adolescence Biennial Conference, Vancouver BC, Canada.
 50. Basilio, C. Knight, G., O'Donnell, M., Roosa, M., **Umaña-Taylor**, A. J., & Torres, M. (March, 2012). *The Development of the Mexican-American Bicultural Scale*. Poster presented at the 2012 Society for Research on Adolescence Biennial Conference, Vancouver BC, Canada.
 51. O'Donnell, M., Knight, G., Brittian, A., Carlo, G., **Umaña-Taylor**, A. J., & Roosa, M. (March, 2012). *Perceived Discrimination and the Development of Mexican American Adolescents' Prosocial Tendencies: Examining the Moderating Role of Cultural Values*. Poster presented at the 2012 Society for Research on Adolescence Biennial Conference, Vancouver BC, Canada.
 52. Davis, A., Opal, D., Carlo, G., Streit, C., Schwartz, S., Zamboanga, B., **Umaña-Taylor**, A. J., & Kim, S. Y. (March, 2012). *Acculturative Stress and Prosocial Behaviors: Gender Differences in the Mediating Roles of Psychological Control, Familism, and Emotion Regulation*. Poster presented at the 2012 Society for Research on Adolescence Biennial Conference, Vancouver BC, Canada.
 53. Wheeler, L. A., Updegraff, K. A., Christopher, F. S., & **Umaña-Taylor**, A. J. (November, 2011). *The Role of Family in Latinos' Romantic Relationships in Early Adulthood*. Paper presented at the 2011 Theory Construction and Research Methodology Preconference of the National Council on Family Relations Annual Conference, Orlando, FL.
 54. Derlan, C. L., **Umaña-Taylor**, A. J., Guimond, A. B., & Updegraff, K. A. (November, 2011). *Intergenerational Transmission of Enculturation in Mexican-origin Families*. Poster presented at the 2011 National Council on Family Relations Annual Conference, Orlando, FL.
 55. **Umaña-Taylor**, A. J., Jahromi, L., & Updegraff, K., (March, 2011). *A Longitudinal Examination of Factors That Promote or Inhibit Mexican-Origin Adolescent Mothers' Readiness to Parent*. Paper presented at the 2011 Society for Research in Child Development Biennial Conference, Montreal, Canada.
 56. Jahromi, L., **Umaña-Taylor**, A. J., & Updegraff, K., (March, 2011). *Birth Characteristics and Developmental Outcomes of Infants of Mexican-Origin Adolescent Mothers: Risk and Protective Factors*. Paper presented at the 2011 Society for Research in Child Development Biennial Conference, Montreal, Canada.
 57. Gonzales-Backen, M. A., **Umaña-Taylor**, A. J., Updegraff, K., & Derlan, C. L. (March, 2011). *Intergenerational Transmission of Ethnic Identity Within Mexican-Origin Families: Examining At-Risk and Community-Based Samples*. Poster presented at the 2011 Society for Research in Child Development Biennial Conference, Montreal, Canada.
 58. **Umaña-Taylor**, A. J., Gonzales, N. A., & Wong, J. (March, 2011). *Discrimination, Academic Achievement, and Psychosocial Functioning Among Mexican Adolescents: Ethnic Identity and Gender as Moderators*. Paper presented at the 2011 Society for Research in Child Development Biennial

- Conference, Montreal, Canada.
59. Updegraff, K. A., **Umaña-Taylor**, A. J., McHale, S., Wheeler, L. A., & Perez-Brena, N. J. (March, 2011). *Trajectories of Mexican-Origin Youth's Cultural Orientations/Values: Links to Academic Adjustment*. Paper presented at the 2011 Society for Research in Child Development Biennial Conference, Montreal, Canada.
 60. Killoren, S., Wheeler, L. A., Updegraff, K. A., McHale, S., & **Umaña-Taylor**, A. J. (March, 2011). *Interrelations Among Parent-Adolescent Warmth and Sibling Intimacy in Mexican-Origin Families: The Role of Familism Values*. Poster presented at the 2011 Society for Research in Child Development Biennial Conference, Montreal, Canada.
 61. Rodriguez, S. A., Perez-Brena, N. J., Updegraff, K. A., & **Umaña-Taylor**, A. J. (March, 2011). *Longitudinal Trajectories of Emotional Closeness in Mexican American Adolescents' Relationships With Mothers, Fathers, and Friends*. Poster presented at the 2011 Society for Research in Child Development Biennial Conference, Montreal, Canada.
 62. Zeiders, K. H., & **Umaña-Taylor**, A. J. (March, 2011). *Trajectories of Depression and Self-Esteem in Latino Youth: Examining the Role of Gender and Discrimination*. Paper presented at the 2011 Society for Research in Child Development Biennial Conference, Montreal, Canada.
 63. **Umaña-Taylor**, A. J., Updegraff, K., White, R., Herzog, M., & Pflieger, J. (November, 2010). *Examining a measure of social support among Mexican-origin teen mothers and their mother figures*. Paper presented at the 2010 National Council on Family Relations Annual Conference, Minneapolis, MN.
 64. **Umaña-Taylor**, A. J. (November, 2010). *Negotiating identity: A conversation between students and professionals*. Panelist for Session sponsored by the Student/New Professional Section at the 2010 National Council on Family Relations Annual Conference, Minneapolis, MN.
 65. Alfaro, E. C., & **Umaña-Taylor**, A. J. (November, 2010). *Latino adolescents' academic motivation: The role of siblings*. Poster presented at the 2010 National Council on Family Relations Annual Conference, Minneapolis, MN.
 66. **Umaña-Taylor**, A. J., Updegraff, K. A., & Gonzales-Backen, M. A. (March, 2010). *Mexican-origin adolescent mothers' stressors and psychosocial functioning: Ethnic identity affirmation and familism as moderators*. Paper presented at the Biennial meeting of the Society for Research on Adolescence, Philadelphia, PA.
 67. Updegraff, K. A., **Umaña-Taylor**, A. J., Pflieger, J. & Perez-Brena, N. (March, 2010). *Mother-daughter conflict and adjustment in Mexican-origin families: Exploring the role of family context*. Paper presented at the Biennial meeting of the Society for Research on Adolescence, Philadelphia, PA.
 68. Alfaro, E. C., & **Umaña-Taylor**, A. J. (March, 2010). *Latino adolescents' academic motivation throughout high school: The role of academic support*. Poster presented at the Biennial meeting of the Society for Research on Adolescence, Philadelphia, PA.
 69. Gonzales-Backen, M. A., & **Umaña-Taylor**, A. J. (March, 2010). *Latino adolescents' familial ethnic socialization: Predicting change during adolescence*. Poster presented at the Biennial meeting of the Society for Research on Adolescence, Philadelphia, PA.
 70. Wheeler, L., Killoren, S. E., Updegraff, K. A., Crouter, A. C., & **Umaña-Taylor**, A. J. (March, 2010). *Adolescent contraceptive use: Links with work conditions, well-being, and relationship quality in Mexican American families*. Poster presented at the Biennial meeting of the Society for Research on Adolescence, Philadelphia, PA.
 71. Gonzales-Backen, M. A., Alfaro, E. C., **Umaña-Taylor**, A. J., & Updegraff, K. A. (November, 2009). *Mothers' and Adolescents' Ethnic Identity: The Role of Relationship Quality*. Poster presented at the 2009 National Council on Family Relations Annual Conference, San Francisco, CA.
 72. Killoren, S. E., Wheeler, L., Updegraff, K. A., & **Umaña-Taylor**, A. J., (November, 2009). *Linkages Between Relationships in Mexican-origin Families*. Poster presented at the 2009 National Council on Family Relations Annual Conference, San Francisco, CA.
 73. Weisskirch, R., Bersamin, M., Kim, S. Y., Schwartz, S., **Umaña-Taylor**, A. J., & Zamboanga, B.

- (November, 2009). *College student language brokers: Cultural and personality differences*. Poster presented at the 2009 National Council on Family Relations Annual Conference, San Francisco, CA.
74. Killoren, S. E., Updegraff, K. A., & **Umaña-Taylor**, A. J. (October, 2009). *Mexican-Origin Emerging Adults' Sexual Behaviors*. Paper presented at the annual Conference on Emerging Adulthood, Atlanta, GA.
 75. **Umaña-Taylor**, A. J., & Guimond, A. (April, 2009). *A Longitudinal Examination of Parenting Behaviors and Perceived Discrimination*. Paper presented at the Biennial meeting of the Society for Research in Child Development, Denver, CO.
 76. *Gonzales-Backen*, M. A., & **Umaña-Taylor**, A. J. (April, 2009). *Latino Adolescents' Familial Ethnic Socialization and Ethnic Identity Affirmation: Examining Physical Appearance as a Moderator*. Paper presented at the Biennial meeting of the Society for Research in Child Development, Denver, CO.
 77. *Perez-Brena*, N., Updegraff, K. A., & **Umaña-Taylor**, A. J. (April, 2009). *Patterns of Parent-Adolescent Decision-Making in Mexican American Families: What Does Gender Have To Do With It?* Paper presented at the Biennial meeting of the Society for Research in Child Development, Denver, CO.
 78. White, R. M. B., **Umaña-Taylor**, A. J., Knight, G.P., *Zeiders*, K. H., *Roosa*, M. W., *Gonzales*, N. A., & *Saenz*, D. (April, 2009). *Language Measurement Equivalence of the Ethnic Identity Scale with Mexican American Early Adolescents*. Poster presented at the Biennial meeting of the Society for Research in Child Development, Denver, CO.
 79. *Derlan*, C. L., *Gonzales-Backen*, M. A., **Umaña-Taylor**, A. J., & Updegraff, K. A. (April, 2009). *An Examination of Ethnic Identity, Self-esteem, and Depressive Symptoms among Pregnant Mexican-origin Adolescents*. Poster presented at the Biennial meeting of the Society for Research in Child Development, Denver, CO.
 80. Killoren, S. E., *Pflieger*, J. C., **Umaña-Taylor**, A. J., & Updegraff, K. A. (April, 2009). *Correlates of Mexican-origin Pregnant Adolescents' Attitudes toward Pregnancy*. Poster presented at the Biennial meeting of the Society for Research in Child Development, Denver, CO.
 81. *Bamaca*, M. Y., *Foley*, A. N., **Umaña-Taylor**, A. J., *Gonzales-Backen*, M. A. (April, 2009). *Examining Culturally Informed Risk and Protective Factors Among Mexican-Origin Adolescent Girls*. Poster presented at the Biennial meeting of the Society for Research in Child Development, Denver, CO.
 82. *Gonzales-Backen*, M. A., **Umaña-Taylor**, A. J., & *Alfaro*, E. C. (2008, November). *Discrimination and Self-Esteem: Familial Ethnic Socialization as Protective*. Paper presented at the 2008 National Council on Family Relations Annual Conference, Little Rock, AR.
 83. *Bámaca*, M. Y., **Umaña-Taylor**, A. J., & *Brown*, A. (2008, November). *Behavioral Autonomy Expectations among Mexican-origin Mothers and Daughters*. Poster presented at the 2008 National Council on Family Relations Annual Conference, Little Rock, AR.
 84. **Umaña-Taylor**, A. J., *Gonzales-Backen*, M. A., & Guimond, A. (2008, March). *Latino Adolescents' Ethnic Identity: Examining Growth in Ethnic Identity as a Predictor of Growth in Self-Esteem*. Paper presented at the Biennial Meeting of the Society for Research on Adolescence, Chicago, IL.
 85. *Gonzales-Backen*, M. A., *Alfaro*, E. C., **Umaña-Taylor**, A. J., & *Bámaca*, M. Y. (2008, March). *The Influence of Discrimination of Latino Adolescents' Academic Achievement: The Role of Physical Appearance*. Paper presented at the Biennial Meeting of the Society for Research on Adolescence, Chicago, IL.
 86. *Bámaca*, M. Y., **Umaña-Taylor**, A. J., *Alfaro*, E. A., & *Gonzales-Backen*, M. A. (2007, November). *An examination of Latino Adolescents' Autonomy and Parent-Adolescent Conflict*. Paper presented at the 2007 National Council on Family Relations Annual Conference, Pittsburgh, PA.
 87. *Alfaro*, E. A., **Umaña-Taylor**, A. J., *Gonzales-Backen*, M. A., & *Bámaca*, M. Y. (2007, November). *Latino Adolescents' Academic Motivation: The Cumulative Effect of Academic Support*. Paper presented at the 2007 National Council on Family Relations Annual Conference, Pittsburgh, PA.
 88. *Gonzales-Backen*, M. A., **Umaña-Taylor**, A. J., *Alfaro*, E. A., & *Bámaca*, M. Y. (2007, November). *Physical Appearance and Ethnic Identity Formation among Latino adolescents*. Paper presented at the 2007 National Council on Family Relations Annual Conference, Pittsburgh, PA.

89. **Umaña-Taylor, A. J.** (2007, April). *The Role of Immigration in the Academic Success of Adolescents and Young Adults*. Discussant of Paper Symposium presented at 2007 Society for Research in Child Development Biennial Conference, Boston, MA.
90. **Umaña-Taylor, A. J.** (2007, April). *Cultural and Familial Influences on Latino Youth Development*. Co-Chair of Poster Symposium presented at 2007 Society for Research in Child Development Biennial Conference, Boston, MA.
91. **Gonzales-Backen, M., Alfaro, E. C., & Umaña-Taylor, A. J.** (2007, April). *The Influence of Familial Ethnic Socialization and Skin Color on Ethnic Identity among Latino Adolescents*. Poster presented at the 2007 Society for Research in Child Development Biennial Conference, Boston, MA.
92. **Alfaro, E. C., & Umaña-Taylor, A. J.** (2007, April). *Perceived Academic Support and Latino Adolescents' Academic Motivation: Examining the Role of Familism*. Poster presented at the 2007 Society for Research in Child Development Biennial Conference, Boston, MA.
93. **Bamaca, M. Y., Plunkett, S. W., Umaña-Taylor, A. J., Sands, T., & Alfaro, E. C.** *Parent-adolescent Conflict, Attachment to Parents, and Latino Adolescents' Depressive Symptomatology*. Poster presented at the 2007 Society for Research in Child Development Biennial Conference, Boston, MA.
94. **Bámaca, M. Y., Zeiders, K. E., Umaña-Taylor, A. J., Alfaro, E. C., & Gonzales-Backen, M.** (2006, November). *Latino Adolescents' Depressive Symptoms: The Influence of Stress and Parental Support*. Poster presented at the 2006 National Council on Family Relations Annual Conference, Minneapolis, MN.
95. **Alfaro, E. C., Gonzales-Backen, M., Umaña-Taylor, A. J., Bámaca, M. Y., Zeiders, K. E.** (2006, November). *Discrimination, Familism, and Latino Adolescents' Academic Success*. Poster presented at the 2006 National Council on Family Relations Annual Conference, Minneapolis, MN.
96. **Umaña-Taylor, A. J.** (2006, July). *Integrating Diversity into Courses on Personal Relationships and Families*. Paper presented at the 2006 Biennial International Conference of the International Association for Relationship Research, Crete, Greece.
97. **Updegraff, K. A., Crouter, A. C., Umaña-Taylor, A. J., & Cansler, E.** (2006, May). *Work-family linkages in the lives of Mexican origin families*. Invited paper presented at Immigrant Families in America: Multidisciplinary views on the 21st Century. Conference sponsored by the Center for Child and Family Policy, Sanford Institute of Public Policy, Duke University, Durham, NC.
98. **Umaña-Taylor, A. J.** (2006, March). *Ethnic Identity, Acculturation, and Enculturation: Considerations in Methodology and theory*. Paper presented at the 2006 Society for Research on Adolescence Biennial Conference, San Francisco, CA.
99. **Bámaca, M. Y., Umaña-Taylor, A. J., Alfaro, E. C., & Zeiders, K.** (2006, March). *The role of acculturation, parent-adolescent conflict, and attachment to parents on Latino adolescents' depressive symptomatology*. Poster presented at the 2006 Society for Research on Adolescence Biennial Conference, San Francisco, CA.
100. **Umaña-Taylor, A. J.** (2005, November). *Feminists at work: Navigating professional lives as feminists*. Panel presentation at the 2005 National Council on Family Relations Annual Conference, Phoenix, AZ.
101. **Alfaro, E. C., Umaña-Taylor, A. J., & Bámaca, M. Y.** (2005, November). *Latino Adolescents' Academic Success: The Influence of Academic Motivation, Academic Support and Discrimination*. Paper presented at the 2005 National Council on Family Relations Annual Conference, Phoenix, AZ.
102. **Umaña-Taylor, A. J., & Updegraff, K.** (2005, June). *Latino adolescents' mental health: Exploring the role of discrimination, ethnic identity, acculturation, and self-esteem*. Poster presented at the annual meeting of the Family Research Consortium IV, New Orleans, LA.
103. **Umaña-Taylor, A. J., Alfaro, E. C., & Bámaca, M. Y.** (2005, April). *Latino adolescents' ethnic identity and knowledge of Spanish: Examining the role of familial ethnic socialization*. Paper presented at the biennial meeting of the Society for Research in Child Development, Atlanta, GA.

104. *Bámaca, M. Y., Umaña-Taylor, A. J., Shin, N., & Alfaro, E. C. (2005, April). Latino adolescents' perceptions of parenting behaviors and self-esteem: Examining the role of neighborhood risk.* Poster presented at the biennial meeting of the Society for Research in Child Development, Atlanta, GA.
105. **Umaña-Taylor, A. J. & Shin, N. (2005, February).** An examination of ethnic identity and self-esteem: Exploring variation by ethnicity and geography. Poster presented at the annual meeting of the Society for Research on Identity Formation, Miami, FL.
106. **Umaña-Taylor, A. J. (2004, November).** *Studying Latino families: Challenges and recommendations for the future.* Paper presented at the annual meeting of the National Council of Family Relations, Orlando, FL.
107. *Alfaro, E. C., & Umaña-Taylor, A. J. (2004, November). Interpersonal support and Latino adolescents' academia motivation.* Paper presented at the annual meeting of the National Council of Family Relations, Orlando, FL.
108. *Wiley, A. R., & Umaña-Taylor, A. J. (2004, November). Family diversity in the classroom: A review of existing strategies.* Poster presented at the annual meeting of the National Council of Family Relations, Orlando, FL.
109. **Umaña-Taylor, A. J. & Garcia, C. D. (2004, April).** *An examination of Latino adolescents' ethnic identity, coping with discrimination, and self-esteem.* Paper presented at the annual meeting of the Society for Research on Adolescence, Baltimore, MD.
110. **Umaña-Taylor, A. J. & Bámaca (2004, April).** *Immigrant mothers' experiences with ethnic socialization of adolescents growing up in the U.S.: An examination of Colombian, Guatemalan, Mexican, and Puerto Rican mothers.* Paper presented at the annual meeting of the Society for Research on Adolescence, Baltimore, MD.
111. *Bámaca, M. Y., Umaña-Taylor, A. J., & Arellano, V. (2004, April). The relationship between parenting behaviors and Latino adolescents' ethnic identity exploration.* Poster presented at the annual meeting of the Society for Research on Identity Formation, Baltimore, MD.
112. **Umaña-Taylor, A. J., & Bhanot, R. B. (2003, November).** *Ethnic identity formation during adolescence: The critical role of families.* Paper presented at the annual meeting of the National Council on Family Relations, Vancouver, Canada.
113. *Gonzalez-Kruger, G. E., Umaña-Taylor, A. J., Goldfarb, K. P., & Villarruel, F. A. (2003, November). What do we REALLY know about Latino families? A content analyses of refereed publications.* Poster presented at the annual meeting of the National Council on Family Relations, Vancouver, Canada.
114. *Bámaca, M. Y., & Umaña-Taylor, A. J. (2003, November).* *Focus Groups with Latino Populations.* Roundtable session presented at the annual meeting of the National Council on Family Relations, Vancouver, Canada.
115. **Umaña-Taylor, A. J. (2003, June).** *Experiences with ethnic socialization among Mexican and Puerto Rican mothers of adolescents.* Poster presented at the annual meeting of the Family Research Consortium III, Santa Ana Pueblo, NM.
116. **Umaña-Taylor, A. J., Yazedjian, A. & Bámaca-Gómez, M. Y. (2003, May).** *Developing the Ethnic Identity Scale using Eriksonian and social identity perspectives.* Paper presented at the annual meeting of the Society for Research on Identity Formation, Vancouver, Canada.
117. **Umaña-Taylor, A. J. (2003, March).** *Using the Ethnic Identity Scale to measure the developmental pathways of high school and college age students.* Invited Speaker at the Child Trends Indicators of Positive Development Conference, Washington, DC.
118. *Bámaca-Gómez, M. Y., & Umaña-Taylor, A. J. (2002, November).* *An ecological approach to understanding resistance to peer pressure among Mexican-origin adolescents.* Paper presented at the annual meeting of the National Council on Family Relations, Houston, TX.
119. *Bracey, J. R., Umaña-Taylor, A. J., & Bámaca-Gómez, M. Y. (2002, November).* *Examining ethnic identity and self-esteem among biracial and monoracial adolescents.* Paper presented at

- the annual meeting of the National Council on Family Relations, Houston, TX.
120. Gonzalez, A., **Umaña-Taylor**, A. J., & Bámaca-Gómez, M. Y. (2002, November). *Familial ethnic socialization among biethnic (Latino and European American) adolescents: Do Latina mothers exert the most influence?* Paper presented at the annual meeting of the National Council on Family Relations, Houston, TX.
 121. **Umaña-Taylor**, A. J. & Fine, M. A. (2002, April). *Methodological implications of grouping Latino adolescents into one collective ethnic group.* Poster presented at the bi-annual meeting of the Society for Research on Adolescence, New Orleans, LA.
 122. Bámaca-Gómez, M. Y. & **Umaña-Taylor**, A. J. (2002, April). *Generational differences in resistance to peer pressure among Mexican-Origin adolescents.* Poster presented at the bi-annual meeting of the Society for Research on Adolescence, New Orleans, LA.
 123. **Umaña-Taylor**, A. J. (2001, November). *Ethnic identity development among Mexican-origin adolescents living in the U.S.* Paper presented at the annual meeting of the National Council on Family Relations, Rochester, NY.
 124. Radina, M. E., & **Umaña-Taylor**, A. J. (2001, November). *Integrating diversity into undergraduate family science courses.* Teaching roundtable presented at the annual meeting of the National Council on Family Relations, Rochester, NY.
 125. **Umaña-Taylor**, A. J., Bordere, T., & Morrison, J. W. (2000, June). *Biracial identity among children of Black and White parentage: Perspectives from parents and children.* Poster presented at the annual meeting of Groves Conference on Marriage and the Family, Asheville, NC.
 126. **Umaña-Taylor**, A. J. (2000, June). *The future of studying Latino families.* In Futris, T. G., Hans, J. D., Malia, S. E. C., Umaña-Taylor, A. J., & Weaver, S. E. *The way we think we'll be: Graduate students and new professionals share their views of family diversity over the next two to three decades.* Panel presentation at the annual meeting of Groves Conference on Marriage and the Family, Asheville, NC.
 127. **Umaña**, A. J., & Morrison, J. W. (1999, November). *Parental ideas and influences on identity development for children of Black and White parentage.* Paper presented at the annual meeting of the National Council on Family Relations, Irvine, CA.
 128. **Umaña**, A. J., & Downs, K. J. M. (1998, November). *Managing successful mentoring relationships between graduate students and faculty.* Round table session presented at the annual meeting of the National Council on Family Relations, Milwaukee, WI.
 129. Radina, M. E., & **Umaña**, A. J. (1998, November). *Diversity in higher education: Beyond recruitment.* Round table session presented at the annual meeting of the National Council on Family Relations, Milwaukee, WI.
 130. **Umaña**, A. J., Surra, C. A., & Jacquet, S. E. (1997, November). *Predicting commitment to wed among Hispanic and Anglo partners.* Poster session presented at the annual meeting of the National Council on Family Relations, Arlington, VA.

TEACHING EXPERIENCE

Philosophy of Teaching and Learning

I believe that teaching is most beneficial to students (and instructors) when students actively participate in their own learning. I view the classroom as a safe setting in which students learn to think critically and to apply their newfound knowledge to different facets of their lives. I expose students to current research and teach them valuable skills that assist them in analyzing research studies and findings. In order to make research more applicable and exciting to them, I emphasize the connection between research, policy, and practice. Finally, I believe that students learn and demonstrate their knowledge in a multitude of ways. As a result, I incorporate various methods of instruction (e.g., lecture, discussion, and group activities) to address different learning styles, and I employ a variety of assessment techniques (e.g., exams, in-class writing assignments, research papers, and presentations) in order to evaluate students' knowledge and abilities.

Courses Taught

Adolescence and Young Adulthood
 Introduction to Human Development/Human Development Across the Lifespan
 Close Relationships in Families/Introduction to Marriage and Families
 Family Diversity in the U.S./Contemporary U.S. American Families (Mixed graduate and undergraduate)
 Latino/a Children and Families in the U.S. (Mixed graduate and undergraduate)
 Graduate Seminar on Latino Children and Families

LANGUAGE PROFICIENCIES

Oral and written fluency in Spanish
 Oral and written fluency in English

PROFESSIONAL MEMBERSHIPS AND CERTIFICATIONS

Certified Family Life Educator, 2000-2005
 International Association for Relationship Research
 National Council on Family Relations
 Society for Research on Adolescence
 Society for Research in Child Development
 Society for Research on Identity Formation

PROFESSIONAL SERVICE

Committee Member, Search for *Family Relations* Editor, 2013-2014
 Standing Member, National Institutes of Health, Social Science and Population Studies-A
 Study Section, Center for Scientific Review, 2012-2016
 SIRC Annual Conference Session Presider, April 2014
 Committee Member, Fellows Selection Committee, NCFR, 2012-2015
 Review Panel Chair: Immigration, Acculturation, and Global Issues, SRCD, 2012-2013
 Review Panel co-Chair: Family, Peer, and Romantic Relationships Panel, *SRCD Themed
 Conference on Transitions to Adolescence and Adulthood*, 2012-2013
 Chair, Society for Research on Adolescence Diversity Committee, 2012-2014
 Executive Council Member, Society for Research on Adolescence, 2010-2014
 Reviewer, National Institutes of Health, Social Science and Population Studies Panel, 2011
 Nominations Committee Member, Society for Research on Adolescence, 2011-2012
 Review Panel Chair: Race and Ethnicity, Society for Research on Adolescence, 2011-2012
 Reviewer, National Science Foundation, Div. of Social & Economic Sciences, 2010
 Session Presider, NCFR, Annual Conference, 2010
 Co-Director, Society for Research on Adolescence *Young Scholars Program*, 2009-2011
 Mentor, SRCD *Millennium Scholars Program*, 2009, 2011
 Guest Editor, *Journal of Early Adolescence*, Special Issue on Latino Early Adolescents, 2009
 Committee Member, Search for NCFR Executive Director, 2006-2007
 Consulting Editor, special issue of *Child Development* on Race, Ethnicity, and Culture, 2005
 Committee Member, Search for *Family Relations* Editor, 2003-2004
 Committee Member, NCFR Annual Conference Quality Control, 2003-2004
 Board Member, National Council on Family Relations (NCFR), 2002-2004
 Student/New Professional Representative, NCFR, Ethnic Minorities Section, 2000-2002
 Session Discussant, NCFR, Annual Conference, 2000-2001
 Session Presider, NCFR, Annual Conference, 2000-2001

Editorial Board Service

Editorial Board Member, *Developmental Psychology*, 2015-Present
Editorial Board Member, *Child Development*, 2007-Present
Editorial Board Member, *Journal of Marriage and Family*, 2007-Present
Editorial Board Member, *Journal of Early Adolescence*, 2006-Present
Editorial Board Member, *Cultural Diversity & Ethnic Minority Psychology*, 2014-Present
Editorial Board Member, *International Journal of Behavioral Development*, 2014 - Present
Editorial Board Member, *Family Relations: Applied Journal of Family Studies*, 2004-2014
Editorial Board Member, *Journal of Social and Personal Relationships*, 2003-2013
Editorial Board Member, *Youth & Society*, 2003-2004

Ad Hoc Reviewer

Ad hoc Reviewer, *Journal of Family Psychology*, 2014
Ad hoc Reviewer, *Journal of Adolescent Health*, 2014
Ad hoc Reviewer, *Journal of Research on Adolescence*, 2014
Ad hoc Reviewer, *Infant Development and Behavior*, 2014
Ad hoc Reviewer, *Child & Adolescent Psychiatry and Mental Health*, 2013
Ad hoc Reviewer, *Developmental Psychology*, 2010, 2011, 2012
Book Review, American Psychological Association, 425 pp., 2010
Ad hoc Reviewer, *Parenting: Science and Practice*, 2010
Ad hoc Reviewer, *Journal of Family Psychology*, 2010
Ad hoc Reviewer, *Cultural Diversity & Ethnic Minority Psychology*, 2010
Ad hoc Reviewer, *Child Development Perspectives*, 2010, 2011
Ad hoc Reviewer, *Journal of Counseling Psychology*, 2009
Ad hoc Reviewer, *Cultural Diversity & Ethnic Minority Psychology*, 2009

Conference Proposal Reviewer

Society for Research in Child Development At-Risk Parenting Themed Conference, 2014
Society for Research in Child Development, 2010
Society for Research on Adolescence, 2009
Society for Research on Adolescence, 2005
National Council on Family Relations, 1998 to 2008, 2012, 2014

UNIVERSITY SERVICE

Member, University Promotion and Tenure Committee, ASU, 2014 to present
Chair, Search Committee for Assistant Professor of Latino Resilience, Sanford School of Social and Family Dynamics, Fall 2014
Co-Facilitator, Conference on Fostering Collective Impact to Eliminate Health Disparities, Arizona State University, September 2014
Moderator, Southwest Interdisciplinary Research Center Annual Conference, April 2014
Panelist, Securing External Funding, Sanford School Postdoctoral Fellows, April 2014
Chair, Search Committee for Assistant Professor of Latino Resilience, Sanford School of Social and Family Dynamics, Fall 2013
Executive Director and Founder, Latino Resilience Enterprise, 2013 – Present
Associate Director, School of Social and Family Dynamics, ASU, 2012-present
Panelist, Faculty Women's Association Successful Promotion to Full, February 2013
Member, Search Committee, Dean of Social Sciences in College of Liberal Arts and Sciences, ASU, 2011-2012
Member, President's Academic Council, ASU, 2009 - Present
Member, ASU Prevention Research Center Core Training Faculty, 2009-present

Member, FHD Graduate Committee, SSFD, 2006-2008, 2011-2012
 Member, Personnel Committee, School of Social and Family Dynamics (SSFD), 2008-2010
 Director, Summer Research Experience for Underrepresented Undergraduates, SSFD, 2008
 Member, Undergraduate Conference Committee, SSFD, 2007-2008
 Faculty Mentor, Arizona State University Maroon & Gold Scholarship Program, 2006-07
 Member, Graduate Committee, Dept of Family and Human Development, 2004-06
 Committee Member, Culture Group for School of Social and Family Dynamics, 2004
 Committee Member, College of ACES Identity Task Force, UIUC, 2003-04
 Faculty Advisor, Illinois Student Council on Family Relations, 2002-04
 Secretary, College of ACES, Research Policy Committee, UIUC, 2002-03
 Member, HCD Departmental Faculty Advisory Committee, UIUC, 2002-03
 Member, College of ACES Research Policy Committee, UIUC, 2002-04
 Faculty Affiliate, Latino/a Studies Program, UIUC, 2001-04
 Committee Member, Search for Assistant Professor of Family Studies, UIUC, 2002-03
 HCD Departmental Brown Bag Coordinator, UIUC, 2001-02

Postdoctoral Fellow Mentorship

Faculty Mentor for *Dr. Nicole Hollis*, Arizona State University Sanford School Postdoctoral Fellow, August 2014 to present.
 Faculty Mentor for *Dr. Sara Douglass*, Arizona State University Sanford School Postdoctoral Fellow, August 2013 to present.
 Faculty Mentor for *Dr. Katharine Zeiders*, Arizona State University Sanford School Postdoctoral Fellow, May 2012 to 2014.
 Faculty Mentor for *Dr. Russell Toomey*, Arizona State University Prevention Research Center Postdoctoral Fellow, 7/2011 to 10/2012.
 Faculty Mentor for *Dr. Aerika Brittian*, Arizona State University Prevention Research Center Postdoctoral Fellow, 2010- 2012.

Graduate Committee Service-Doctoral Level

Diamond Bravo (in progress). School of Social and Family Dynamics, Arizona State University.
Comprehensive Exam committee Chair.
 Chelsea Derlan (in progress). School of Social and Family Dynamics, Arizona State University.
Comprehensive Exam committee Chair.
 Danielle Seay (in progress). School of Social and Family Dynamics, Arizona State University.
Comprehensive Exam committee Chair.
 Sue Annie Rodriguez (in progress). School of Social and Family Dynamics, Arizona State University.
 Dissertation committee member.
 Andrea Vest (August, 2014). School of Social and Family Dynamics, Arizona State University.
 Dissertation committee member.
 Sue Annie Rodriguez (completed December, 2013). School of Social and Family Dynamics, Arizona State University. Comprehensive Exam committee.
 Kimberly Castro Burrola (Ph.D. awarded May, 2012). School of Social and Family Dynamics, Program in Family and Human Development, Arizona State University. *Doctoral Thesis Co-Chair.*
 Norma Perez-Brena (Ph.D. awarded May, 2012). School of Social and Family Dynamics, Arizona State University. Dissertation committee member.
 Lorey Wheeler (Ph.D. awarded May, 2012). School of Social and Family Dynamics, Arizona State University. Dissertation committee member.
 Shayna Skelley Coburn (completed Sept., 2011). Department of Psychology. Arizona State University.

Comprehensive Exam committee.

Norma Perez-Brena (completed September, 2010). School of Social and Family Dynamics, Arizona State University. Comprehensive Exam committee.

Lorey Wheeler (completed September, 2010). School of Social and Family Dynamics, Arizona State University. Comprehensive Exam committee.

Melinda Gonzales-Backen (completed September, 2010). School of Social and Family Dynamics, Program in Family and Human Development, Arizona State University. *Comprehensive Exam Chair*.

Edna Alfaro (Ph.D. awarded August, 2009). School of Social and Family Dynamics, Program in Family and Human Development, Arizona State University. *Doctoral Thesis Chair*.

Ryan Jacobson (comps completed June, 2009). Department of Psychology, Arizona State University. Comprehensive Exam committee.

Melissa Delgado (Ph.D. awarded May, 2009). School of Social and Family Dynamics, Program in Family and Human Development, Arizona State University. Dissertation committee member.

Kimberly Castro Burrola (completed January, 2009). School of Social and Family Dynamics, Program in Family and Human Development, Arizona State University. *Comprehensive Exam Co-Chair*.

Sarah Killoren (Ph.D. awarded December, 2008). School of Social and Family Dynamics, Program in Family and Human Development, Arizona State University. Dissertation committee member.

Mayra Bámaca (Ph.D. awarded August, 2008). School of Social and Family Dynamics, Program in Family and Human Development, Arizona State University. *Doctoral Thesis Chair*.

Ginger Burrell (Ph.D. awarded August, 2008). School of Social and Family Dynamics, Program in Family and Human Development, Arizona State University. Dissertation committee member.

Edna Alfaro (completed March, 2008). School of Social and Family Dynamics, Program in Family and Human Development, Arizona State University. *Comprehensive Exam Chair*.

Melissa Herzog (Ph.D. awarded August, 2007). School of Social and Family Dynamics, Program in Family and Human Development, Arizona State University. Dissertation committee member.

Sarah Killoren (completed February, 2007). School of Social and Family Dynamics, Program in Family and Human Development, Arizona State University. Comprehensive Exam committee.

Melissa Delgado (completed February, 2007). School of Social and Family Dynamics, Program in Family and Human Development, Arizona State University. Comprehensive Exam committee.

Mayra Bámaca (completed September, 2006). School of Social and Family Dynamics, Program in Family and Human Development, Arizona State University. *Comprehensive Exam Chair*.

Melissa Herzog (completed July, 2005). School of Social and Family Dynamics, Program in Family and Human Development, Arizona State University. Comprehensive Exam committee.

Shawna Thayer (Ph.D. awarded May, 2005). Department of Family and Human Development, Arizona State University. Dissertation committee member.

David Marquez (Ph.D. awarded August, 2004). Department of Kinesiology and Exercise Psychology, University of Illinois at Urbana-Champaign. Dissertation committee member.

Jessica Walters (Ph.D. awarded May, 2004). Department of Educational Psychology, University of Illinois at Urbana-Champaign. Dissertation committee member.

Ani Yazedjian (Ph.D. awarded October, 2003). Department of Human and Community Development, University of Illinois at Urbana-Champaign. Dissertation committee member.

Graduate Committee Service-Master's Level

Elizabeth Harvey (M.S. awarded May 2014). School of Social and Family Dynamics, Program in Family and Human Development, Arizona State University. *Master's Thesis Chair*.

Chelsea Derlan (M.S. awarded Dec 2012). School of Social and Family Dynamics, Program in Family and Human Development, Arizona State University. *Master's Thesis Chair*.

Sue Annie Rodriguez (M.S. awarded, Dec 2011). School of Social and Family Dynamics, Program in Family and Human Development, Arizona State University. *Committee Member*.

Bethany Van Vleet (M.S. awarded, May 2008). Division of Psychology in Education, Arizona State University. *Committee Member*.

Melinda Gonzales-Backen (M.S. awarded August, 2008). School of Social and Family Dynamics, Program in Family and Human Development, Arizona State University. *Master's Thesis Chair*.

Katharine Hunsdon Zeiders (M.S. awarded December, 2007). School of Social and Family Dynamics, Program in Family and Human Development, Arizona State University. *Master's Thesis Chair*.

Sarah Killoren (M.S. awarded December, 2005). Department of Family and Human Development, Arizona State University. *Committee Member*.

Edna Alfaro, (M.S. awarded August, 2004). Department of Human and Community Development, University of Illinois at Urbana-Champaign. *Master's Thesis Chair*.

Mayra Bámaca-Gomez (M.S. awarded August, 2003). Department of Human and Community Development, University of Illinois at Urbana-Champaign. *Master's Thesis Chair*.

Undergraduate Committee Service

Bailey Wendelberger (Undergraduate Honors Thesis, in progress). B.S. in Family and Human Development, Women and Gender Studies, Arizona State University. *Thesis Director*.

Clinton Reiswig (Undergraduate Honors Thesis, in progress). B.S. in Psychology, Arizona State University. *Committee Member*.

Caitlyn Murphy (Undergraduate Honors Thesis, May 2014). B.S. in Psychology, Arizona State University. *Committee Member*.

Kaydi Flowers (Undergraduate Honors Thesis, May 2012). B.S. in Psychology and B.S. in Family and Human Development, Arizona State University. *Thesis Director*.

Ryan Gonzales (Undergraduate Honors Thesis, May 2010). B.S. in Biology and B.S. in Family and Human Development, Arizona State University. *Committee Member*.

Kimberly Ann Updegraff**ADDRESS**

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 Arizona State University
 Tempe, AZ 85287-3701
 Phone: (480) 965-6669
 Fax: (480) 965-6779
 Email: kimberly.updegraff@asu.edu

EDUCATION

- | | | |
|------|-------|---|
| 1997 | Ph.D. | The Pennsylvania State University,
Department of Human Development and Family Studies
Dissertation Title: The nonshared environment of adolescent siblings: Sibling relationship and friendship experiences. |
| 1994 | M.S. | The Pennsylvania State University,
Department of Human Development and Family Studies
Thesis Title: Egalitarian and traditional families: What do they mean for girls' and boys' performance in math and science? |
| 1990 | B.A. | Denison University, Department of Psychology,
Magna Cum Laude
Honor's Thesis Title: Moral orientation: Influence of gender identity, nature of dilemma and sex of protagonist |

HONORS AND AWARDS

Promotion and Tenure Faculty Exemplar Award, ASU, 2003
 Jacob's Foundation Young Scholar Participant, Germany, October, 2003.
 Cowden Distinguished Professor, School of Social and Family Dynamics, ASU, 2003.
 Nomination, Dean's Distinguished Teaching Award, College of Liberal Arts and Sciences, 2003.
 Nomination, College of Liberal Arts and Sciences Distinguished Teaching Award (ASU).
 Outstanding Faculty of the Month, REACH Student Organization (ASU), February, 2000
 NCFR Jessie Bernard Outstanding Research Proposal Award, 1996.
 Fisher Fellowship, Pennsylvania State University, 1995-1996.
 Phi Beta Kappa, Denison University, 1990.
 Psychology Fellowship, Denison University, 1989-1990.
 Presidential Scholarship, Denison University, 1988-1990.

PROFESSIONAL EXPERIENCE

- | | |
|--------------|---|
| 2013-present | Co-Director , Latino Resilience Enterprise, T. Denny Sanford School of Social and Family Dynamics, Arizona State University. |
| 2012-present | Director of Graduate Studies , Program in Family and Human Development, T. Denny Sanford School of Social and Family Dynamics, Arizona State University. |

- 2009-present **Co-Executive Director**, The Lives of Girls and Boys Enterprise: Initiatives on Gender Development and Relationships, School of Social and Family Dynamics, Arizona State University
- 2008-present **Co-Executive Director**, Sanford Harmony Program, School of Social and Family Dynamics, Arizona State University
- 2009-present **Professor**, Program in Family and Human Development, School of Social and Family Dynamics, Arizona State University
- 2003-2009 **Associate Professor**, Program in Family and Human Development, School of Social and Family Dynamics, Arizona State University
- 2003-2007 **Director of Graduate Studies**, Program in Family and Human Development, School of Social and Family Dynamics, Arizona State University (on sabbatical August 2004 to May 2005)
- 1997-2003 **Assistant Professor**, Department of Family and Human Development, Arizona State University.
- 1996 (Summer) **Instructor**, Department of Human Development and Family Studies, The Pennsylvania State University.
- 1992-1997 **Graduate Research Assistant**, The Penn State Family Relationships Project (Ann C. Crouter and Susan M. McHale, Co-Principal Investigators; NICHD), The Pennsylvania State University. Assisted in protocol development, data collection, management, and analysis for longitudinal study of 400 families with school-aged children.
- 1992-1996 **Graduate Research Assistant**, The Michigan Study of Adolescent Life Transitions (Jacquelynne Eccles and Bonnie Barber, Co-Principal Investigators; W.T. Grant/Spencer Foundation), The University of Michigan/The Pennsylvania State University. Supervised the collection, coding, and analysis of qualitative phone interviews as part of a longitudinal study of adolescents followed from the sixth grade through young adulthood.
- 1992-1996 **Teaching Assistant**, Department of Human Development and Family Studies, The Pennsylvania State University.
- 1992-1995 **Graduate Research Assistant**, The P.R.I.D.E. (Policy, Research, and Intervention for Development in Early Adolescence) Project (Susan M. McHale, Ann C. Crouter, and Katherine Fennelly, Co-Principal Investigators; Carnegie Corporation of New York), The Pennsylvania State University. Conducted needs assessments, collaborated with community members, and developed, implemented, and evaluated intervention programs for young adolescents.
- 1990-1992 **Research Assistant and Project Data Manager**, Human Development Research and Training Institute, The Marriage and Family Study (Martha Cox, Principal Investigator; NIMH), Morganton, North Carolina. Conducted home interviews and standardized laboratory assessments, and managed data for a longitudinal study of 150 couples transitioning to parenthood.

RESEARCH (*Italicized names represent student authors and postdoctoral fellows.*)

Refereed Articles

In press

Updegraff, K.A., & Umaña-Taylor, A. J. (in press). What Can We Learn from the Study of Mexican-Origin Families in the U.S.? *Family Process*

Zeiders, K.H., Umaña-Taylor, A. J, Updegraff, K.A., & Jahromi, L.J. (in press). Acculturative and Enculturative Stress, Depressive Symptoms, and Maternal Warmth: Examining Within-Person Relations among Mexican-origin Adolescent Mothers. *Development and Psychopathology*.

Toomey, R. B., Updegraff, K. A., Umaña-Taylor, A. J., & Jahromi, L. B. (in press). Gender role attitudes across the transition to adolescent motherhood: A dyadic investigation of teenage mothers and their mother figures. *Family Process*

Perez-Brena, N.J., Updegraff, K.A., & Umaña-Taylor, A.J. (in press). Transmission of cultural values among Mexican American parents and their adolescent and emerging adult offspring. *Family Process*

Perez-Brena, N.J., Updegraff, K.A., Umaña-Taylor, A.J., & Jahromi, L. J. (in press). Co-parenting profiles in the context of Mexican-origin teen pregnancy: Links to mother-daughter relationships quality and adjustment. *Family Process*

Killoren, S. E., Wheeler, L. A., Updegraff, K. A., Rodríguez, S. A., & McHale, S. M. (in press). Longitudinal associations among parental acceptance, familism values, and sibling intimacy in Mexican-origin families. *Family Process*

Advanced Online Publication

Updegraff, K.A., McHale, S.M., Zeiders, K.H., Umaña-Taylor, A.J., Perez-Brena, N., Wheeler, L.A., & Rodríguez De Jesús, S.A. (advanced online publication). Mexican American Adolescents' Gender Role Attitude Development: The Role of Adolescents' Gender and Nativity and Parents' Gender Role Attitudes. *Journal of Youth and Adolescence*.

Perez-Brena, N. J., Wheeler, L., Updegraff, K., & Schaeffer, D. (advanced online publication). Family and friendship networks and adolescents' gender role attitudes. *Archives of Sexual Behavior*.

Zeiders, K.H., Umana-Taylor, A.J., & Updegraff, K.A. (advanced online publication). An Idiographic and Nomothetic Approach to the Study of Mexican-origin Adolescent Mothers' Socio-cultural Stressors and Adjustment. *Prevention Science*.

Perez-Brena, N.J., Updegraff, K.A., & Umaña-Taylor, A.J. (advanced online publication). Imitation and de-identification from parents: A process associated with parent-youth cultural incongruence in Mexican-American families. *Journal of Youth and Adolescence*.

Derlan, C., Umaña-Taylor, A. J., Toomey, R., Updegraff, K. A., & Jahromi, L. (advanced online publication). Person-environment fit: Everyday conflict and coparenting conflict in Mexican-origin teen mother families. *Cultural Diversity & Ethnic Minority Psychology*.

Toomey, R. B., Umaña-Taylor, A. J., Updegraff, K.A, & Jahromi, L. B. (advanced online publication). Trajectories of problem behavior among Mexican-origin adolescent mothers. *Journal of Latina/o*

Psychology

Kuo, S.I., Updegraff, K.A., Zeiders, K.H., McHale, S.M., Umana-Taylor, A.J., & Rodriguez De Jesus, S.A. (advanced online publication). Mexican American Adolescents' Sleep Patterns: Contextual Correlates and Implications for Health and Adjustment in Young Adulthood. *Journal of Youth and Adolescence*.

Derlan, C., Umaña-Taylor, A. J., Toomey, R. B., Updegraff, K. A., & Jahromi, L. B. (advanced online publication). Perceived Ethnic Discrimination and Ethnic Identity Affirmation: Examining Acculturation as a Moderator among Mexican-origin Adolescent Mothers. *Child Development*

2014

Toomey, R., Umaña-Taylor, A. J., Williams, D., Updegraff, K. A., & Jahromi, L. B. (2014). The impact of Arizona's immigration law on health and service utilization of Mexican-origin teen mothers. *American Journal of Public Health, 104, Suppl 1, S28-S34*.

Wheeler, L. A., Updegraff, K. A., Umaña-Taylor, A., & Tein, J.-Y. (2014). Mexican-Origin Parents' Latent Occupational Profiles: Associations with Parent–Youth Relationships and Youth Aspirations. *Developmental Psychology, 50, 772-783*.

Jahromi, L.B., Guimond, A.B., Umaña-Taylor, A.J., Updegraff, K.A., & Toomey, R.J. (2014). Family contextual Predictors of Mexican-origin adolescent mothers' parenting knowledge and their children's subsequent developmental outcomes. *Child Development, 85, 593-609*.

Bravo, D., Umaña-Taylor, A. J., & Guimond, A. B. Updegraff, K. A., & Jahromi, L. (2014). Familism, Family Ethnic Socialization, and Mexican-Origin Adolescent Mothers' Educational Adjustment. *Cultural Diversity & Ethnic Minority Psychology, 23, 389-400*.

Rodríguez, S. A., Perez-Brena, N. J., Updegraff, K. A., & Umaña-Taylor, A. J. (2014). Emotional closeness in Mexican-origin adolescents' relationships with mothers, fathers, and same-sex friends. *Journal of Youth and Adolescence, 43, 1953-1968*.

Whiteman, S., Zeiders, K. H., Killoren, S. E., Updegraff, K. A., & Rodriguez, S. A. (2014). Sibling influence in change in Mexican-origin adolescents' delinquent and sexual risk behaviors: The role of sibling modeling. *Journal of Adolescent Health, 54, 587-592*.

Santos, C.E., & Updegraff, K.A. (2014). Feeling Typical, Looking Typical: Physical Appearance and Ethnic Identity Among Mexican-Origin Youth. *Journal of Latina/o Psychology, 2.4, 187-199*.

Derlan, C.L., Umana-Taylor, A.H., Toomey, R.B., Updegraff, K.A., Jahromi, L.B., & Flores, L.I. (2014). Perceived Discrimination and Ethnic Affirmation: Anglo Culture Orientation as a Moderator. *Child Development, 85, 1357-1365*.

2013

Updegraff, K.A., Perez-Brena, N.J., Umaña-Taylor, A.J., Jahromi, L.B., & Harvey-Mendoza, E.C. (2013). Mothers' trajectories of depressive symptoms across Mexican-origin adolescent daughters' transition to parenthood. *Journal of Family Psychology, 27, 376-386*.

Umaña-Taylor, A. J., Guimond, A. B., Updegraff, K. A., & Jahromi, L. (2013). A longitudinal examination of support, self-esteem, and Mexican-origin adolescent mothers' parenting efficacy. *Journal of Marriage and Family, 27*, 137-146.

Toomey, R.B., Umaña-Taylor, A.J., Updegraff, K.A., Jahromi, L.B. (2013). Measuring social support from mother-figures in the transition from pregnancy to parenthood among Mexican-origin adolescent mothers. *Hispanic Journal of Behavioral Sciences, 35*, 194-212.

Toomey, R. B., Umaña -Taylor, A. J., Updegraff, K. A., & Jahromi, L. B. (2013). Ethnic identity development and ethnic discrimination: Examining associations with well-being over time for Mexican-origin adolescent mothers. *Journal of Adolescence, 35*, 826-833.

Zeiders, K. H., Updegraff, K. A., Umaña-Taylor, A. J., Wheeler, L. A., Perez-Brena, N. J., & Rodriguez., S. A. (2013). Mexican-origin youths' trajectories of depressive symptoms: The role of familism values. *Journal of Adolescent Health, 53*, 648-654. doi: 10.1016/j.jadohealth.2013.06.008

Delgado, M. Y., Killoren, S. E., & Updegraff, K. A. (2013). Economic hardship and Mexican-origin adolescents' adjustment: Examining perceptions of hardship and parent-adolescent relationship quality. *Journal of Family Psychology, 27*, 827-837. doi: 10.1037/a0033737

Umaña-Taylor, A. J., Zeiders, K. H., & Updegraff, K. A. (2013). Family ethnic socialization and ethnic identity: A family-driven, youth-driven, or reciprocal process? *Journal of Family Psychology, 27*, 137-146.

2012

Lam, C.B., McHale, S.M., & Updegraff, K.A. (2012). Gender dynamics in Mexican American families: Connecting mothers', fathers' and youths' experiences. *Sex Roles, 67*, 17-28. <http://dx.doi.org.ezproxy1.lib.asu.edu/10.1007/s11199-012-0137-3>

Jahromi, L.B., Umaña-Taylor, A., Updegraff, K.A., & Lara, E.E. (2012). Birth characteristics and developmental outcomes of infants of Mexican-origin adolescent mothers: Risk and promotive factors. *International Journal of Behavioral Development, 36*, 146-156. doi: 10.1177/0165025411430777

Kochel, K., Miller, C.F., Updegraff, K.A., Ladd, G., & Ladd, B. (2012). Associations between Fifth Graders' Gender Atypical Problem Behavior and Peer Relations: A Short-Term Longitudinal Study. *Journal of Youth and Adolescence, 41*, 1022-1034. <http://dx.doi.org.ezproxy1.lib.asu.edu/10.1007/s10964-011-9733-8>

Updegraff, K.A., Umaña-Taylor, A., McHale, S.M., Wheeler, L.A., Perez-Brena, N. (2012). Mexican-Origin Adolescents' Cultural Orientations and Adjustment: Changes from Early to Late Adolescence. *Child Development, 83*, 1655-1671. doi: 10.1111/j.1467-8624.2012.01800.x

McHale, S.M., Updegraff, K.A., & Whiteman, S.D. (2012). Sibling relationships and influences in childhood and adolescence. *Journal of Marriage and Family, 74*, 913-930. DOI: 10.1111/j.1741-3737.2012.01011.x

Updegraff, K.A., Perez-Brena, N., Baril, M.E., McHale, S.M., & Umaña-Taylor, A. (2012). Mexican-origin mothers' and fathers' involvement in adolescents' peer relationships: A pattern-analytic approach. *Journal of Marriage and Family, 74*, 1069-1083. doi: 10.1111/j.1741-3737.2012.01009.x

Cansler, E., Updegraff, K.A., & Simpkins, S.D. (2012). Mexican American adolescents' future work and family

plans: Associations with cultural experiences and adjustment. *Journal of Early Adolescence*, 32, 313-339. doi: 10.1177/0272431610397660

Perez-Brena, N. J., Updegraff, K., & Umaña-Taylor, A. (2012). Father- and Mother-Adolescent Decision-Making in Mexican-Origin Families. *Journal of Youth and Adolescence*, 41, 460-473.

Updegraff, K.A., Umaña-Taylor, A., Perez-Brena, N., Pflieger, J. (2012). Mother-daughter conflict and adjustment in Mexican-Origin Families: Exploring the Role of Family and Sociocultural Context. In L. Juang & A. Umaña-Taylor (eds.) *New Directions for Child and Adolescent Development*, 135, 59-81.

2011

Umaña-Taylor, A. J., Updegraff, K. A., White, R. M. B., Herzog, M., Pflieger, J., & Madden-Derdich, D. (2011). Developing and Testing a Measure of Social Support with Mexican-origin Pregnant Adolescents and their Mother Figures. *Hispanic Journal of Behavioral Sciences*, 33, 377-397.

Davidson, A.J., Updegraff, K.A., McHale, S.M. (2011). Links between parent and peer relationships in Mexican-origin adolescents. *International Journal of Behavioral Development*, 35, 260-270.

Killoren, S.A., Updegraff, K.A., & Christopher, S. (2011). Family and Cultural Correlates of Mexican-origin Adolescents' Sexual Intentions. *Journal of Youth and Adolescence*, 40, 707-718.

Blocklin, M., Crouter, A. C., McHale, S. M., & Updegraff, K. A. (2011). Sources of parental knowledge in Mexican American families. *Family Relations*, 60, 30-44.

McHale, S. M., Kim, J. Y., Kan, M., & Updegraff, K. A. (2011). Sleep in Mexican American adolescents: Social ecological and well-being correlates. *Journal of Youth and Adolescence*, 40, 666-679.

Solmeyer, A., Killoren, S.E., & McHale, S.M., Updegraff, K.A. (2011). Coparenting around siblings' differential treatment in Mexican-Origin families. *Journal of Family Psychology*, 25, 251-260.

Umaña-Taylor, A. J., Updegraff, K. A., & Gonzales-Backen, M. A. (2011). Mexican-origin Adolescent Mothers' Stressors and Psychosocial Functioning: Examining Ethnic Identity Affirmation and Familism as Moderators. *Journal of Youth and Adolescence*, 40, 140-157.

Killoren, S.A., Updegraff, K.A., Christopher, S., & Umaña-Taylor, A. (2011). Mothers, Fathers, Peers, and Mexican-Origin Adolescents' Sexual Intentions. *Journal of Marriage and Family*, 73, 209-220.

NIHMSID#264263

* Best New Professional Research Article Award from Men in Families Focus Group, National Council on Family Relations, 2012.

Delgado, M.Y., Updegraff, K.A., Roosa, M.R., & Umaña-Taylor, A. (2011). Discrimination and Mexican-origin adolescents' adjustment: The moderating roles of adolescents', mothers', and fathers' cultural orientations and values. *Journal of Youth and Adolescence*, 40, 125-139. NIHMSID# 266218

Wheeler, L.A., Updegraff, K.A., & Crouter, A.C. (2011). Work and Mexican American Parent-Adolescent Relationships: The Mediating Role of Parent Well-Being. *Journal of Family Psychology*, 25, 107-116. NIHMSID#258487

2010

Wheeler, L.A., Updegraff, K.A., & Thayer, S. (2010). Conflict resolution in Mexican-origin couples: Culture, gender, and marital quality. *Journal of Marriage and Family*, 72, 991-1005. doi: 10.1111/j.1741-3737.2010.00744.x NIHMSID#264036

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Handbook and Book Chapters

- Kornienko, O., Santos, C.E., & Updegraff, K.A. (in press). Friendship networks and ethnic-racial identity development: Contributions of social network analysis. In C.E. Santos & A.J. Umaña-Taylor (eds.), *Studying Ethnic Identity: Methodological Advances and Considerations for Future Research*. Washington, DC: American Psychological Association.
- Martin, C.L., Fabes, R.A., Hanish, L.D., Gaertner, B., Miller, C.F., Foster, S., & Updegraff, K.A. (in press). Using an Intergroup contact approach to improve gender relationships. In A. Rutland, D. Nesdale, & C. Brown (Eds.), *Handbook of Group Processes in Children and Adolescents*.
- McHale, S. M., Updegraff, K. A., & Whiteman, S. D. (2012). Sibling relationships. In G. W. Peterson, & K. R. Bush (Eds.), *Handbook of marriage and family (3rd ed.)* (pp. 329-351). New York: Springer. doi: 10.1007/978-1-4614-3987-5_15
- Umaña-Taylor, A., & Updegraff, K.A. (2012). Latino families in the United States. In G. W. Peterson, & K. R. Bush (Eds.), *Handbook of marriage and family (3rd ed.)* (pp. 723-747). New York: Springer. doi: 10.1007/978-1-4614-3987-5_15
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- Updegraff, K.A., & Umaña-Taylor, A. (2010). Structure and process in Mexican-origin families and their implications for youth development. In N. Lansdale, S.M. McHale, & A. Booth (Eds), *Growing up Hispanic: Health and development of children of immigrants (pp 97-144)*. Washington, DC: Urban Institute.
- Updegraff, K.A., Crouter, A.C., Umaña-Taylor, A. & Cansler, E. (2007). Work-family linkages in the lives of families of Mexican origin. In J. Lansford, K. Deater-Deckard, & M. Bornstein (Eds.) *Immigrant families in contemporary society* (pp. 250-267). NY: Guilford Press.
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- Eccles, J.S., Barber, B.L., Updegraff, K.A., & O'Brien, K.M. (1998). An expectancy-value model of achievement choices: The role of ability self concepts, perceived task utility and interests in predicting activity choice and course enrollment. In L.Hoffman, A. Krapp, K.A. Renninger, & J. Baumert (Eds.) *Interest and Learning* (pp. 267-279). Kiel, Germany: Institut fur die Padagogik der Naturwissenschaften.

Manuscripts Under Review

- Bravo, D., Toomey, R. B., & Umaña-Taylor, A. J., Updegraff, K. A., & Jahromi, L. J. Mexican-origin adolescent mothers' educational expectations: Predictors and outcomes associated with different growth trajectories.
- Derlan, C. L., Umaña-Taylor, A. J., Toomey, R. B., Updegraff, K. A., & Jahromi, L. B. (under review).

Mothers' characteristics as predictors of adolescents' ethnic identity: An examination of Mexican-origin teen mothers.

Bravo, D., Toomey, R. B., Umaña-Taylor, A. J., Updegraff, K. A., & Jahromi, L. (under review). Mexican-origin Adolescent Mothers' Educational Expectations: Predictors and Outcomes Associated with Different Growth Trajectories.

Wheeler, L.A., Updegraff, K.A., & Umaña-Taylor, A.J. (under review). Analytic approaches for family research using longitudinal dyadic data.

Grants Funded

Updegraff, K.A. (Co-PI; Co-Executive Director). *The Sanford Harmony Whole School Program, 2012-2014.* The T. Denny Sanford Foundation, \$1,600,000 (Direct) (PIs: R.A. Fabes, C.L. Martin, L.D. Hanish).

Updegraff, K.A. (Co-PI; Co-Executive Director). *The Sanford Harmony Program, 2008-2013.* The T. Denny Sanford Foundation, \$4,000,000 (Direct) (PIs: R.A. Fabes, C.L. Martin, L.D. Hanish).

Updegraff, K.A. (Principal Investigator), Umaña-Taylor, A., McHale, S.M., Crouter, A.C., Osgood, W. A *Longitudinal Study of Mexican Origin Youth: Culture, Family, and Adjustment*, National Institute of Child Health and Human Development (TDC = \$2,018,854), 4/1/2007 – 3/31/2014.

Umaña-Taylor, A.J (PI), Updegraff, K.A. (co-PI), Jahromi, Laudan (co-PI), and Osgood, Wayne (co-I). *Mexican-origin Teen Moms, Their Infants, and Mother Figures: Health & Development.* National Institute of Child Health and Human Development (TDC = \$2,929,599); 7/2010 to 5/2015.

McHale, S.M. (Principal Investigator), Crouter, A.C. (co-PI), Updegraff, K.A. (co-PI), Umaña-Taylor, A.J. (co-PI), and Osgood, W (co-I). *Developmental, Family, and Cultural Pathways to Young Adulthood*, National Institute of Child Health and Human Development (TDC = \$2,254,851), 3/1/2010-2/28/2015.

Updegraff, K.A. (co-Principal Investigator). Umaña-Taylor, A (Principal Investigator). *Parenting among Mexican-origin adolescent mothers.* (TDC = \$454,407). NIH, 6/01/2006 – 5/31/2009

Updegraff, K.A. (Consultant). Martin, C., Fabes, R., & Hanish, L. *Influence of Peers on School Readiness and Adjustment.* National Institute of Child Health and Human Development (TDC = \$1,518,000), Sept 1, 2004 – Aug. 31, 2009.

Updegraff, K.A. (Consultant). Eisenberg, N.A., & Spinrad, T.S. *Emotion, regulation and quality of social functioning.* (TDC = \$720,000) March 1, 2000 – Feb. 28, 2008.

Updegraff, K.A. (Principal Investigator), McHale, S.M., Crouter, A.C., Roosa, M., Gonzales, N., Millsap, R. *Gender Socialization in Mexican American Families*, National Institute of Child Health and Human Development (TDC = \$1,272,181), Sept. 1, 2001-May 30, 2007.

Updegraff, K.A. (Investigator; 5% contributed). Research Training in Child Mental Health/Primary Prevention, 2005-2010, National Institute of Mental Health, \$200,000 (Direct) (PI: L. Chassin).

Updegraff, K.A. (Investigator, 5% contributed). Sandler, I., Roosa, M., Wochik, S., Braver, S., Gonzales, N., Millsap, R., Tein, J., & Chassin, L. *Center for the Prevention of Child and Family Stress*, National Institute of Mental Health, TDC = \$2,500,000), Feb. 1, 2000 – January 31, 2003.

Updegraff, K.A. (Investigator, 5% contributed), Chassin, L (Principal Investigator). *Research Training in Child Mental Health/Primary Prevention*, National Institute of Mental Health (TDC = \$207,276), July 1, 2000 – June 30, 2005.

Updegraff, K.A. (Principal Investigator). *Adolescents' peer relationships: Does parent involvement matter?* Arizona State University, Faculty Grant in Aid Program. (TDC = \$7000), October, 1998 – August, 1999.

Invited Presentations

Updegraff, K.A. (2012, May). *Fathers in Diverse Contexts: Immigrant Fathers*. Invited presentation at Fathers and Fathering in Contemporary Contexts Conference sponsored by the National Center for Family and Marriage Research, Washington, DC.

Updegraff, K.A. (2009, November 1). *The role of siblings and parents in young adolescents' lives*. Invited presentation to the Greater Phoenix Child Abuse Council, Phoenix, AZ.

Umaña-Taylor, A. J., Updegraff, K. A., & Gonzales-Backen, M. A. (2009, June). *Findings from the Supporting MAMI Project: How Cultural Factors Can Protect Mexican-origin Teen Mothers from the Effects of Common Stressors*. Invited Speaker for Department of Health and Human Services Adolescent and Family Life Research Webcast, Rockville, MD.

Updegraff, K.A., & Umaña-Taylor, A. (2008, October). *Structure and process in Mexican-origin families and their implications for youth development*. Paper presented at Penn State's 16th National Symposium on Family Issues, Development of Hispanic Children in Immigrant Families: Challenges and Prospects, University Park, Pennsylvania.

Updegraff, K. A., Delgado, M. Y., Wheeler, L. A., Cansler, E., & Killoren, S. E. (2007, October). *Gender and culture in Mexican immigrant families: Correlates of mothers' and fathers' relationships with their daughters and sons*. Paper presented at the On New Shores: Understanding Immigrant Children Conference, Ontario, Canada

Updegraff, K.A., Crouter, A.C., Umaña-Taylor, A., & Cansler, E. (2006, May). *Work-family linkages in the lives of Mexican origin families. Immigrant families in America*. Conference sponsored by the Center for Child and Family Policy, Duke University. (I prepared the presentation and Dr. Umaña-Taylor presented at the conference because I had a prior commitment.)

Updegraff, K.A. (2001, November). What I wish I knew. Roundtable presentation in the *Junior Faculty Funding Experiences Panel* at the Research Mentoring Program in Human Sciences Meeting sponsored by the National Science Foundation, Tempe, AZ.

Updegraff, K.A. (2000, November). *Parents' Involvement in Adolescents' Peer Relationships*. Colloquium presented to the Department of Family and Child Development, Tucson, AZ.

Updegraff, K.A. (2000, November). *Parents' Involvement in Adolescents' Peer Relationships: Comparing Mothers' and Fathers' Roles*. Colloquium presented to the Program for Prevention Research Postdoctoral Seminar, Tempe, AZ.

Updegraff, K.A. (2000, October). *Comparing Mothers' and Fathers' Roles in Adolescents'*

Lives. Colloquium presented to the Department of Psychology, Denison University, Granville, OH.

Helms-Erikson, H., & Updegraff, K.A. (1997, November). *Two generations of friendships: A collaborative example of launching your first study*. Invited distinguished roundtable presented at the National Council on Family Relationships, Arlington, VA.

National Presentations (Refereed)

Perez-Brena, N. J., Updegraff, K. A., & Umaña-Taylor, A. J. (2014, March). Imitation and De-Identification from Parents and Parent-Youth Cultural Incongruence in Mexican American Families. Poster to be presented at the Society for Research on Adolescence Conference, Austin, TX.

Zeiders, K. H., Updegraff, K. A., Umaña-Taylor, A. J., McHale, S. M., & Padilla, J. (2014, March). Familism values, family time, and youths' adjustment: Examining longitudinal relations among Mexican American youth. Paper to be presented at the Society for Research on Adolescence Conference, Austin, TX.

Rodríguez, S. A., Zeiders, K. H., Updegraff, K. A., McHale, S. M., Umaña-Taylor, A. J., & Padilla, J. (2014, March). The role of siblings in Mexican American youths' cultural socialization in young adulthood. Paper to be presented at the Society for Research on Adolescence Conference, Austin, TX.

Wheeler, L. A., Zeiders, K. H., Updegraff, K. A., Umaña-Taylor, Rodríguez, S. A., & Perez-Brena, N. J. (2014, March). Familism values linked with Mexican-origin youths' trajectories of risk taking behavior from adolescence to early adulthood. Poster to be presented at the Society for Research on Adolescence Conference, Austin, TX.

Updegraff, K. A., *Perez-Brena, N., Wheeler, L. A., Umaña-Taylor, A. J., Rodríguez, S. A., Zeiders, K. H., & Kuo, S.* (2014, March). Mothers' and fathers' involvement in Mexican American youth's romantic relationships. Poster to be presented at the Society for Research on Adolescence Conference, Austin, TX.

Wheeler, L. A., Killoren, S. E., Updegraff, K. A., McHale, S., & Umaña-Taylor, A. J. (2014, March). Mexican-Origin Siblings' Similarities in the Transitions to Adult Roles. Paper submitted to be presented at the Biannual meeting of the Society for Research on Adolescence, Austin, TX.

Wheeler, L. A., Updegraff, K. A., McHale, S., & Umaña-Taylor, A. J. (2013, November). Prospective Links between Mexican-origin Parents' Relationships with Adolescents' Romantic Relationships. In H. Helms (Chair), *Mexican American Families: Family Relationships in Established and Emerging Immigrant Communities*. Paper presented at the Annual Meeting of the National Council on Family Relations, San Antonio, TX.

Nair R., Delgado M., Updegraff, K., Umaña-Taylor, & McHale, S. (2013, November). Mexican-Origin Youths' Conflict With Parents and Trajectories of Adjustment. Paper presented at the Annual Meeting of the National Council on Family Relations, San Antonio, TX.

Toomey, R. B., Updegraff, K. A., Umaña-Taylor, A. J., & Jahromi, L. B. (November, 2013). *Gender role attitudes across the transition to parenthood among teen moms*. Poster presented at the 2013 National Council on Family Relations Annual Conference, San Antonio, TX.

Derlan, C. L., Umaña-Taylor, A. J., Updegraff, K. A., Jahromi, L. B., & Zeiders, K. H. (November,

2013). *Values and stressors as predictors of ethnic socialization behaviors*. Paper presented at the 75th annual National Council on Family Relations Conference, San Antonio, TX.

Bravo, D., Umaña-Taylor, A., Zeiders, K., Updegraff, K., Jahromi, L., Harvey-Mendoza, E. (November, 2013). *Implications of mother-adolescent relationships across economic hardship classes*. Poster presented at the 2013 National Council on Family Relations annual conference, San Antonio, TX.

Harvey, E., Bravo, D., Zeiders, K., Umaña-Taylor, A., Updegraff, K., Jahromi, L. (November, 2013). *Language competency pressures among mexican-origin mother-daughter dyads*. Paper presented at the 2013 National Council on Family Relations annual conference, San Antonio, TX.

Wheeler, L. A., Updegraff, K. A., Umaña-Taylor, A. J., & Crouter, N. (2013, April). *Mexican American Youth's Workplace Discrimination and Psychosocial and Physical Health*. Poster presented at the Biennial Meeting for the Society for Research in Child Development, Seattle, WA.

Rodríguez, S. A., & Updegraff, K. A. (2013, April). *The role of siblings in Mexican American adolescents' participation in gender-typed family work*. Paper presented at the biennial meeting of Society for Research in Child Development, Seattle, WA.

Perez-Brena, N. J., Rodríguez, S. A., Updegraff, K. A., & Umaña-Taylor, A. J. (2013, April). *The Academic Adjustment of Mexican American Youth in the Context of the 2007 Economic Recession*. Paper presented at the biennial meeting of Society for Research in Child Development, Seattle, WA.

Zeiders, K. H., Updegraff, K. A., Perez-Brena, N. J., Umaña-Taylor, A. J., Rodríguez, S. A., & Wheeler, L. A. (2013, April). *Mexican American Youth's Trajectories of Depressive Symptoms: The Role of Familism Values*. Poster presented at the biennial meeting of Society for Research in Child Development, Seattle, WA.

Rodríguez, S. A., Bun Lam, C., Updegraff, K. A., & McHale, S. M. (2013, April). *The role of siblings in Mexican American adolescents' interactions with same-and opposite sex peers*. Poster presented at the biennial meeting of Society for Research in Child Development, Seattle, WA.

Toomey, R., Umaña-Taylor, A. J., Williams, D., Harvey-Mendoza, E., Jahromi, L., & Updegraff, K. (April, 2013). *The Impact of Arizona's Immigration Law on Health and Service Utilization of Mexican-origin Teen Mothers*. Paper presented at the 2013 Society for Research in Child Development Biennial Conference, Seattle, WA.

Bravo, D., Umaña-Taylor, A. J., Toomey, R., Updegraff, K. A., & Jahromi, L. B. (April, 2013). *Mexican-origin Adolescent Mothers' Academic Expectations: Predictors and Outcomes Associated with Different Growth Trajectories*. Paper presented at the 2013 Society for Research in Child Development Biennial Conference, Seattle, WA.

Derlan, C., Umaña-Taylor, A. J., Updegraff, K. A., Jahromi, L. B., & Guimond, A. B. (April, 2013). *The Family System Over Time: Mother-Grandmother and Mother-Father Co-Parenting Among Mexican-origin Adolescent Mothers and Families*. Poster presented at the 2013 Society for Research in Child Development Biennial Conference, Seattle, WA.

Derlan, C., Umaña-Taylor, A. J., Updegraff, K. A., Jahromi, L. B., (April, 2013). *Maternal Cultural Characteristics and Ethnic Socialization as Predictors of Mexican-origin Adolescent Mothers' Ethnic Identity*. Poster presented at the 2013 Society for Research in Child Development Biennial

Conference, Seattle, WA.

- Harvey-Mendoza, E., Umaña-Taylor, A. J., Guimond, A. B., Updegraff, K. A., & Jahromi, L. B. (April, 2013). *Cultural and Family Factors on Mexican-Origin Teen Mothers' Educational Aspirations, Expectations, and Attainment*. Poster presented at the 2013 Society for Research in Child Development Biennial Conference, Seattle, WA.
- Killoren, S., Updegraff, K. A., Umaña-Taylor, A. J., & Jahromi, L. B. (April, 2013). *Exploring Cultural Correlates of Pregnant Mexican-origin Adolescents' Attitudes Toward Teen Pregnancy*. Poster presented at the 2013 Society for Research in Child Development Biennial Conference, Seattle, WA.
- Rodríguez, S. A., Updegraff, K. A., McHale, S. M., Killoren, S. E., & Umaña-Taylor, A. J. (2012, October). *The family and cultural context of Mexican-origin adolescents' sibling relationships*. Paper presented at the annual meeting of the National Council of Family Relations, Phoenix, AZ.
- Updegraff, K.A., Perez-Brena, N.J., Umaña-Taylor, A. J., Jahromi, L.B., & Harvey-Mendoza, E.C. (2012, October). *Mexican-Origin Mothers' Adjustment Across Daughters' Transition to Parenthood*. Poster presented at the National Council on Family Relations, Phoenix, AZ.
- Umaña-Taylor, A. J., Updegraff, K. A., & Zeiders, K. H. (2012, October). *Family Ethnic Socialization: A Parent-Driven Process?* Paper presented at the 2012 National Council on Family Relations Annual Conference, Phoenix, AZ.
- Wheeler, L. A., Updegraff, K. A., & Umaña-Taylor, A. J. (2012, October). Longitudinal Associations between Marital Quality and Depressive Symptoms among Mexican American Couples. In H. Helms (Chair), *Marital Well-being in Diverse Contexts*. Paper presented at the Annual Meeting of the National Council on Family Relations, Phoenix, Arizona.
- Jahromi, L.B., Guimond, A. B., Umaña-Taylor, A. J., Updegraff, K. A., & Toomey, R.B. (2012, October). *Family Context Promotes Teen Mothers' Parenting Knowledge and Child Outcomes*. Paper presented at the annual conference for the National Council on Family Relations, Phoenix, AZ.
- Derlan, C. L., Umaña-Taylor, A. J., Guimond, A. B., Toomey, R. B., Updegraff, K. A., & Jahromi, L. B. (2012, October). *Person-environment fit: Everyday conflict and coparenting conflict in Mexican-origin teen mother families*. Paper presented at the 74th annual National Council on Family Relations Conference, Phoenix, AZ.
- Guimond, A. B., Umana-Taylor, A. J., Jahromi, L., & Updegraff, K. A. (2012, October). *Teen Moms' Parenting Competence and Child Social-emotional Outcomes*. Paper presented at the National Council on Family Relations Annual Conference, Phoenix, AZ.
- Toomey, R. B., Umaña-Taylor, A. J., Jahromi, L. B., & Updegraff, K. A. (2012, October). *Does support change? The transition from teen pregnancy to raising toddlers*. Paper presented at the Annual Conference of the National Council on Family Relations, Phoenix, AZ.
- Harvey-Mendoza, E.C., Umaña-Taylor, A.J., Guimond, A.B., Updegraff, K.A., & Jahromi, L.B. (2012, October). *Maternal and School Influences on Mexican-origin Pregnant Teens' Education*. Poster presentation at the National Council of Family Relations Conference. Phoenix, AZ.

- Wheeler, L. A., McHale, S., Umaña-Taylor, A. J., Perez-Brena, N. J., & Updegraff, K. A. (2012, October). Cultural Correlates of Attitudes about Marriage and Cohabitation among Mexican-Origin Youth. In *Cultural Similarities and Differences in Adolescent and Young Adult Relationships symposium*. Paper presented at the SRCD Themed Meeting: Transitions from Adolescence to Adulthood, Tampa, Florida.
- Wheeler, L. A., Updegraff, K. A., & Umaña-Taylor, A. J. (2012, October). The Role of Mexican American Family Work Contexts on Parent-Adolescent Relationships and Youth's Future Orientations. Poster presented at the SRCD Themed Meeting: Transitions from Adolescence to Adulthood, Tampa, FL.
- Perez-Brena, N. J., Delgado, M. Y., Updegraff, K., Umaña-Taylor, A., & Rodríguez, S. A. (October 2012). Trajectories of Mexican American Youths' Academic Aspirations and Expectations: The Role of Socioeconomic and Immigrant Background. Presented at the SRCD Special Conference: Transitions from Adolescence to Emerging Adulthood.
- Rodríguez, S. A., Updegraff, K. A., McHale, S. M., Delgado, M., & Umaña-Taylor, A. J. (2012, March). *Mexican-origin Youth's Involvement in Housework from Late Adolescence to Young Adulthood: The Role of Gender and Culture*. Poster presented at the biennial meeting of Society for Research on Adolescence, Vancouver, BC, Canada.
- Rodríguez, S. A., Killoren, S. E., Updegraff, K. A., McHale, S. M., & Umaña-Taylor, A. J. (2012, March). *Mexican-origin Adolescents' Positive Development: The Role of Siblings*. Poster presented at the biennial meeting of Society for Research on Adolescence, Vancouver, BC, Canada.
- Perez-Brena, N. J., Updegraff, K. A., & Umaña-Taylor, A. J. (2012, March). *Transmission of cultural values among Mexican American parents and their adolescent and emerging adult offspring*. Poster presented at the biennial meeting of Society for Research on Adolescence, Vancouver, BC, Canada.
- Umaña-Taylor, A. J., Guimond, A. B., & Updegraff, K. A., & Jahromi, L. (2012, March). *A Longitudinal Examination of Social Support and Self-esteem Interacting to Inform Mexican-origin Teen Moms' Parenting Efficacy*. Paper presented at the 2012 Society for Research on Adolescence Biennial Conference, Vancouver BC, Canada.
- Bravo, D., Umaña-Taylor, A. J., Guimond, A. B., & Updegraff, K. A., & Jahromi, L. (2012, March). *Familism, Family Ethnic Socialization, and Mexican-origin Adolescent Mothers' Psychosocial Adjustment*. Poster presented at the 2012 Society for Research on Adolescence Biennial Conference, Vancouver BC, Canada.
- Miller, C.F., Kochel, K., Updegraff, K.A., Martin, C.L., Fabes, R.A., & Hanish, L.D. (2012, March). Individual factors associated with fifth graders' desire for same- versus other-sex interactions. Poster presented at the Society for Research on Adolescence Biennial Conference, Vancouver BC, Canada.
- Derlan, C. L., Umaña-Taylor, A. J., Toomey, R., Updegraff, K. A., Jahromi, L., & Flores, L. (2012, March). *A longitudinal examination of Mexican-origin adolescent mothers' discrimination, acculturation, and ethnic identity*. Poster presented at the Society for Research on Adolescence Biennial Conference, Vancouver BC, Canada.
- Toomey, R., Umaña-Taylor, A. J., Updegraff, K. A., & Jahromi, L. (2012, March). *Ethnic Identity Development and Ethnic Discrimination: Examining Dynamic Associations Over Time for Latina*

Adolescent Mothers. Paper presented at the Society for Research on Adolescence Biennial Conference, Vancouver BC, Canada.

- Hanish, L. D., Martin, C. L., Fabes, R. A., Updegraff, K., Gaertner, B., Miller, C., Kochel, K., Sallquist, J., & Foster, S. (2012, April). Bringing boys and girls together in the classroom: The Sanford Harmony Program. Paper presented in L. D. Hanish (Chair), *Gender in the classroom: Issues and answers*. Annual Meeting of the American Educational Research Association, Vancouver, Canada.
- Perez-Brena, N. J.*, Updegraff, K., Umaña-Taylor, A., Wheeler, L., & McHale, S. M. (April 2012). Trajectories of Mexican American Mothers' and Fathers' Gender Role & Provider Attitudes. Poster presented in the Gender Development Research Conference, San Francisco, CA.
- Martin, C. L., Fabes, R. A., Hanish, L., Updegraff, K., Miller, C., Gaertner, B., Kochel, K., & Foster, S. (April, 2012). The Sanford Harmony Program: Program description and preliminary findings. Invited address presented at the Gender Development Research Conference, San Francisco, CA.
- Delgado, M.Y., Killoren, S.E., & Updegraff, K.A.* (November, 2011). Economic Hardship and Mexican American Adolescents' Family Relationships. Paper presented at the National Council on Family Relationships, Orlando, Florida.
- Wheeler, L.A., Updegraff, K.A., & Crouter, A.C.* (November, 2011). Linking maternal and paternal work to girls' and boys' adjustment in Mexican American Families. Paper presented at the National Council on Family Relationships, Orlando, Florida.
- Derlan, C.L., Umaña-Taylor, A. J., Guimond, A.B., & Updegraff, K.A.* (November, 2011). Intergenerational transmission of enculturation in Mexican-origin Families. Poster presented at the National Council on Family Relationships, Orlando, Florida.
- Updegraff, K.A. (November, 2011). Discussant for symposium organized by E.J. Calzada (Chair) "The Role of Parental Acculturation in the Development of Immigrant Children" at the National Conference on Family Relations, Orlando, Florida.
- Wheeler, L.A., Updegraff, K.A., Christopher, F.S., Umaña-Taylor, A. J. (November, 2011). The Role of Family in Latinos' Romantic Relationships in Early Adulthood. Paper presented in Theory Construction and Research Methodology Workshop titled Using Theory to Advance Understanding of Couple Relationships at the National Conference on Family Relations, Orlando, Florida.
- Umaña-Taylor, A. J., Jahromi, L., & Updegraff, K., (March, 2011). A Longitudinal Examination of Factors That Promote or Inhibit Mexican-Origin Adolescent Mothers' Readiness to Parent. Paper presented at the 2011 Society for Research in Child Development Biennial Conference, Montreal, Canada.
- Jahromi, L., Umaña-Taylor, A. J., & Updegraff, K., (March, 2011). Birth Characteristics and Developmental Outcomes of Infants of Mexican-Origin Adolescent Mothers: Risk and Protective Factors. Paper presented at the 2011 Society for Research in Child Development Biennial Conference, Montreal, Canada.
- Updegraff, K.A., Umaña-Taylor, A. J., McHale, S., *Wheeler, L. A., & Perez-Brena, N. J.* (March, 2011). Trajectories of Mexican-Origin Youth's Cultural Orientations/Values: Links to Academic Adjustment. Paper presented at the 2011 Society for Research in Child Development Biennial Conference, Montreal, Canada.

- Killoren, S., Wheeler, L. A., Updegraff, K. A., McHale, S., & Umaña-Taylor, A. J. (March, 2011). Interrelations Among Parent-Adolescent Warmth and Sibling Intimacy in Mexican-Origin Families: The Role of Familism Values. Poster presented at the 2011 Society for Research in Child Development Biennial Conference, Montreal, Canada.
- Rodríguez, S. A., Perez-Brena, N. J., Updegraff, K. A., & Umana-Taylor, A. J. (March, 2011). Longitudinal Trajectories of Emotional Closeness in Mexican American Adolescents' Relationships With Mothers, Fathers, and Friends. Poster presented at the 2011 Society for Research in Child Development Biennial Conference, Montreal, Canada.
- Gonzales-Backen, M. A., Umaña-Taylor, A. J., Updegraff, K., & Derlan, C. L. (March, 2011). Intergenerational Transmission of Ethnic Identity Within Mexican-Origin Families: Examining At-Risk and Community-Based Samples. Poster presented at the 2011 Society for Research in Child Development Biennial Conference, Montreal, Canada.
- Umaña-Taylor, A. J., Updegraff, K., White, R., Herzog, M., & Pflieger, J. (November, 2010). Examining a measure of social support among Mexican-origin teen mothers and their mother figures. Paper presented at the 2010 National Council on Family Relations Annual Conference, Minneapolis, MN.
- Miller, C.F., Wheeler, L.A., Updegraff, K.A., & Foster, S.A. (May, 2010). Implications for the development of a school-based relationship program. Poster presented at the Society for Prevention Research, Denver, CO.
- Lam, C. B., McHale, S. M., & Updegraff, K. A. (2010, April). *Division of Household Labor and Gender Role Attitudes in Mexican American Families: Patterns and Correlates*. Poster to be presented at the annual meeting of the Gender Development Research Conference, San Francisco, CA.
- Kochel, K.P., Miller, C.F., Updegraff, K.A., Ladd, G.W., & Kochenderfer-Ladd, B.J. (2010, April). *Associations among fifth graders' gender atypical problem behaviors and peer relational maladjustment: A short-term longitudinal study*. Poster presented at the Gender Development Research Conference, San Francisco, CA.
- Wheeler, L. A., Killoren, S. E., Updegraff, K. A., Crouter, A. C., & Umaña-Taylor, A. J. (2010, March). *Adolescent Contraceptive Use: Links With Work Conditions, Well-Being, and Relationship Quality in Mexican American Families*. Poster presented at the biennial meeting of the Society for Research on Adolescence, Philadelphia, PA.
- Perez-Brena, N. J., Wheeler, L. A., Schaefer, D., Updegraff, K. A., & Letham, K. A. (2010, March). *Family and Friendship Networks and Adolescents' Gender Role Attitudes*. Poster presented at the biennial meeting of the Society for Research on Adolescence, Philadelphia, PA.
- Soli, A. R., Groenendyk, A. E., McHale, S. M., & Updegraff, K. A. (2010, March). *Sibling Influences on Gendered Characteristics in African American and Mexican American Youth*. Paper presented at the biennial meeting of the Society for Research on Adolescence, Philadelphia, PA.
- Rodríguez, S. A. & Updegraff, K. (2010, March). *Patterns of Friendship among Mexican American Youth: Exploring the Role of Gender, Culture, and Family*. Poster presented at the biennial meeting of the Society for Research on Adolescence, Philadelphia, PA.
- Killoren, S. E., Rodríguez, S. A., Updegraff, K. A., & McHale, S. M. (2010, March). *Sibling Relationship*

Profiles in Mexican-Origin Families: Links to Adolescent Adjustment. Paper presented at the biennial meeting of the Society for Research on Adolescence, Philadelphia, PA.

- Killoren, S. E., Wheeler, L., Updegraff, K. A., McHale, S. M., & Umana-Taylor, A. J. (2009, November). *Linkages between relationships in Mexican-origin families.* Poster to be presented at the annual meeting of the National Council on Family Relations, San Francisco, CA.
- Soli, A. R., McHale, S. M., Killoren, S. E., & Updegraff, K. A. (2009, November). *Coparenting in Mexican American families.* Poster to be presented at the National Council on Family Relations Conference in San Francisco, CA.
- Killoren, S. E., Updegraff, K. A., & Umaña-Taylor, A. J. (October, 2009). *Mexican-origin emerging adults' sexual behaviors.* Paper to be presented at the biennial meeting of the Emerging Adulthood Conference, Atlanta, GA.
- Wheeler, L. A., Updegraff, K. A., & Crouter, A. C. (2009, April). *Parents' work and adolescent well-being in Mexican American families.* Poster presented at the annual meeting of the Society for Research in Child Development, Denver, CO.
- Delgado, M.Y., Updegraff, K.A., Roosa, M.W., & Umaña-Taylor, A. (2009, April). *Perceived Discrimination and youth adjustment among Mexican-Origin youth: Examining cultural involvement and values.* Poster presented at the biennial meeting of the Society for Research in Child Development, Denver, CO.
- Perez-Brena, N., Updegraff, K., & Umaña-Taylor, A. (2009, April). *Patterns of father-adolescent decision-making in Mexican American families: What does gender have to do with it?* Paper presented in the Society for Research in Child Development Conference.
- Derlan, C.L., Gonzales-Backen, M. A., Umaña-Taylor, A., & Updegraff, K. (2009, April). *An Examination of Ethnic Identity, Self-Esteem, and Depressive Symptoms Among Pregnant Mexican-Origin Adolescents.* Poster presented at the biennial meeting of the Society for Research in Child Development, Denver, CO.
- Killoren, S.E., Pflieger, J.C., Umaña-Taylor, A., & Updegraff, K. (2009, April). *Correlates of Mexican-Origin Pregnant Adolescents' Attitudes Toward Pregnancy.* Poster presented at the biennial meeting of the Society for Research in Child Development, Denver, CO.
- Perez-Brena, N., Killoren, S., Updegraff, K. (2009, April). *Parent-adolescent relationship quality and adolescent adjustment: The moderating role of parent-adolescent decision-making.* Paper presented in the Society for Prevention Research Conference.
- Updegraff, K.A., & Umaña-Taylor, A. (2008, October). *Structure and process in Mexican-origin families and their implications for youth development.* Paper presented at Penn State's 16th National Symposium on Family Issues, Development of Hispanic Children in Immigrant Families: Challenges and Prospects, University Park, Pennsylvania.
- Baril, M. E., Wray-Lake, L., Soli, A., Updegraff, K. A., & McHale, S. M. (2008, April). *A person-oriented approach to examining gender development in Mexican-American adolescents.* Poster presented at the Gender Development Research Conference in San Francisco, CA.
- Wheeler, L. A., Perez-Brena, N., & Updegraff, K. (2008, March). *The links between Mexican origin parents' attitudes and behaviors and adolescents' gender role attitudes.* Poster presented at the biennial meeting

of the Society for Research on Adolescence, Chicago, IL.

- Delgado, M. Y., Killoren, S. K., Cansler, E., Whiteman, S. D., & Updegraff, K. (2008, March). U.S. Mexican origin adolescents' cultural orientations: A pattern-analytic approach.* Poster presented at the biennial meeting of the Society for Research on Adolescence, Chicago, IL.
- Delgado, M. Y., Cansler, E., & Updegraff, K. (2008, March). A person-centered approach to examining cultural values in Mexican origin youth: Links with family and adolescent adjustment.* Poster presented at the biennial meeting of the Society for Research on Adolescence, Chicago, IL.
- Davidson, A. J., Abar, B. W., Updegraff, K. A., & McHale, S. M. (2008, March). Cultural correlates and adjustment outcomes associated with profiles of parent-peer linkage among Mexican American youth.* Poster presented at the biennial meeting of the Society for Research on Adolescence, Chicago, IL.
- Cansler, E., Updegraff, K., McHale, S., & Kim, J. (2008, March). Cultural orientations, daily activities, and adjustment in Mexican American youth.* Paper presented at the biennial meeting of the Society for Research on Adolescence, Chicago, IL.
- Cansler, E., & Updegraff, K. (2008, March). Mexican origin adolescents' expected transitions to adulthood: Links to adjustment.* Poster presented at the biennial meeting of the Society for Research on Adolescence, Chicago, IL.
- Delgado, M. Y., Killoren, S. E., & Updegraff, K. A. (2007, November). Economic hardship and Mexican origin adolescent adjustment: Testing family processes.* Poster presented at the annual meeting of the National Council on Family Relations, Pittsburgh, PA.
- Zeiders, K. H., & Updegraff, K. A. (2007, April). Mexican origin adolescents' experiences with discrimination: Examining family relationship qualities as protective factors.* Poster presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.
- Updegraff, K. A., Killoren, S. E., Cansler, E., & Delgado, M. Y. (2007, April). Mexican origin parents' involvement in adolescents' peer relationships: A pattern-analytic approach.* Poster presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.
- Killoren, S. E., & Updegraff, K. A. (2007, April). Family and cultural correlates of Mexican origin youths' sexual intentions.* In A. J. Umaña-Taylor & M. Y. Bámaca (Chairs), *Cultural and familial influences on Latino youth development*. Poster presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.
- Delgado, M. Y., Johnston, K. E., & Updegraff, K. A. (2007, April). Can cultural orientation protect Mexican origin adolescents from perceived discrimination?* In A. J. Umaña-Taylor & M. Y. Bámaca (Chairs), *Cultural and familial influences on Latino youth development*. Poster presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.
- Cansler, E., & Updegraff, K. A. (2007, April). Mexican origin youths' aspirations: Connections to familism values and family time.* In A. J. Umaña-Taylor & M. Y. Bámaca (Chairs), *Cultural and familial influences on Latino youth development*. Poster presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.
- Cansler, E., & Updegraff, K. A. (2007, April). The influence of familism and time spent with peers on Mexican*

origin youths' expectations for future role transitions. Poster presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.

- Updegraff, K.A., Killoren, S., Cansler, E., & Delgado, M.Y. (2007, March). Mexican origin parents' involvement in adolescents' peer relationships: A pattern analytic approach. Poster presented at the Society for Research on Child Development, Boston, MA.
- Zeiders, K. & Updegraff, K.A. (2007, March). Mexican origin adolescents' experiences with discrimination: Examining family relationship quality as protective factors. Poster presented at the Society for Research on Child Development, Boston, MA.
- Cansler, E. & Updegraff, K.A. (2007, March). The influence of familism and time spent with peers on Mexican origin youth's expectations for future role transitions. Poster presented at the Society for Research on Child Development, Boston, MA.
- Delgado, M.Y., Johnston, K.E., & Updegraff, K.A. (2007, March). Can cultural orientation protect Mexican origin adolescents from perceived discrimination? In M.Y. Bamaca & A. Umana-Taylor (Chairs), *Cultural and familial influences on Latino youth development*. Student poster symposium conducted at the biennial meeting of the Society for Research in Child Development, Boston, MA.
- Cansler, E., & Updegraff, K.A. (2007, March). Mexican origin youth's aspirations: Connections to familism values and family time. In M.Y. Bamaca & A. Umana-Taylor (Chairs), *Cultural and familial influences on Latino youth development*. Student poster symposium conducted at the biennial meeting of the Society for Research in Child Development, Boston, MA.
- Killoren, S.E., & Updegraff, K.A. (2007, March). Family and cultural correlates of Mexican origin youth's sexual intentions. In M.Y. Bamaca & A. Umana-Taylor (Chairs), *Cultural and familial influences on Latino youth development*. Student poster symposium conducted at the biennial meeting of the Society for Research in Child Development, Boston, MA.
- Cansler, E., Updegraff, K. A., & Crouter, A. C. (2006, November). *Mexican Origin Adolescents' Aspirations: Links to Parents' Work Experiences*. Paper to be presented at the annual meeting of the National Council on Family Relations, Minneapolis, MN.
- Davis, K. D., Crouter, A. C., Updegraff, K. A., Delgado, M. Y., & Fortner, M. (2006, November). *What Mexican American father's work conditions mean for family well-being*. Paper to be presented at the annual meeting of the National Council on Family Relations, Minneapolis, MN.
- Cansler, E., & Updegraff, K. A. (2006, March). *Correlates of Mexican American Adolescents' Expectations for Major Life Transitions*. Poster presented at the biennial meeting of the Society for Research on Adolescence, San Francisco, CA.
- Delgado, M. Y., & Updegraff, K. A. (2006, March). *Examining family and culture as mediators between economic hardship and school achievement for Mexican American adolescents*. Poster presented at the biennial meeting of the Society for Research on Adolescence, San Francisco, CA.
- Killoren, S. E., Updegraff, K. A., & McHale, S. M. (2006, March). *Parents' differential treatment in Mexican American families: Links to adolescent well-being*. Poster presented at the biennial meeting of the Society for Research on Adolescence, San Francisco, CA.

- Updegraff, K. A., McHale, S. M., Whiteman, S. D., Thayer, S. M., & Crouter, A. C. (2006, March). *The nature and correlates of Mexican American adolescents' time with parents and peers*. Poster presented at the biennial meeting of the Society for Research on Adolescence, San Francisco, CA.
- Updegraff, K. A., McHale, S. M., Whiteman, S. D., Thayer, S. M., & Crouter, A. C. (2005, November). *Mexican American adolescents' time with parents and peers*. Poster to be presented at the annual meeting of the National Council on Family Relations, Phoenix, AZ.
- Cansler, E., & Updegraff, K. A. (2005, November). *Culture, gender, and Mexican American adolescents' educational goals*. Poster to be presented at the annual meeting of the National Council on Family Relations, Phoenix, AZ.
- Delgado, M. Y., Killoren, S. E., Whiteman, S. D., & Updegraff, K. A. (2005, November). *Mexican American adolescents' cultural orientations: A pattern analytic approach*. Poster presented at the annual meeting of the National Council on Family Relations, Phoenix, AZ.
- Thayer, S. M., & Updegraff, K. A. (2005, November). *Conflict resolution in Mexican American adolescents' sibling relationships*. Poster presented at the annual meeting of the National Council on Family Relations, Phoenix, AZ.
- Updegraff, K. A., McHale, S. M., Whiteman, S. D., Thayer, S. M., & Delgado, M. Y. (2005, April). Adolescent sibling relationships in Mexican American families: Exploring the role of familism. In K. Conger & C. Stocker (Chairs), *Sibling relationships and children's adjustment: Contextual, cultural, and longitudinal perspectives*. Symposium conducted at the biennial meeting of the Society for Research in Child Development, Atlanta, GA.
- Updegraff, K. A., & Thayer, S. M. (2005, April). Mexican American parents' involvement in adolescents' peer relationships: Exploring the role of cultural orientations. In B. Brown (Chair), *Parental involvement in child and adolescent peer relationships: Ethnic and cultural variations*. Symposium conducted at the biennial meeting of the Society for Research in Child Development, Atlanta, GA.
- McHale, S. M., Updegraff, K. A., Crouter, A. C., & Killoren, S. E. (2005, April). Culture, gender, and family dynamics: Differential treatment of siblings in Mexican American families. In L. Shanahan (Chair), *The ecologies of parental differential treatment of siblings*. Symposium conducted at the biennial meeting of the Society for Research in Child Development, Atlanta, GA.
- Killoren, S. E., Delgado, M. Y., Whiteman, S. D., & Updegraff, K. A. (2005, April). *Connections between cultural orientations and adolescent adjustment: A pattern analytic approach*. Poster presented at the biennial meeting of the Society for Research in Child Development, Atlanta, GA.
- Johnston, K. E., Delgado, M. Y., & Updegraff, K. A. (2005, April). *Measuring Mexican-American adolescents' experiences with ethnic discrimination*. Poster presented at the biennial meeting of the Society for Research in Child Development, Atlanta, GA.
- Delgado, M. Y., Updegraff, K. A., & Roosa, M. W. (2005, April). *Can family and cultural processes protect Mexican American adolescents from their families' economic hardship?* Poster presented at the biennial meeting of the Society for Research in Child Development, Atlanta, GA.
- Killoren, S. E., & Updegraff, K. A. (2004, November). *Examining the connections between parent-adolescent*

and sibling relationship qualities in Mexican American families. Poster presented at the annual meeting of the National Council on Family Relations, Orlando, FL.

Thayer, S. M., & Updegraff, K. A. (2004, November). *Conflict Resolution in Mexican American Couples.* Paper presented at the annual meeting of the National Council of Family Relations, Orlando, FL.

Updegraff, K. A., Thayer, S. M., & Killoren, S. E. (2004, March). *When do Mexican-American adolescents model their siblings? Exploring sibling quality and cultural values as moderators.* Poster presented at the biennial meeting of the Society for Research on Adolescence, Baltimore, MD.

Johnston, K. E., Delgado, M. Y., & Updegraff, K.A. (2004, March). *Mexican American Adolescents' Experiences With Ethnic Discrimination.* Poster presented at the presentation at the biennial meeting of the Society for Research on Adolescence, Baltimore, MD

Delgado, M.Y. & Updegraff, K.A. (2003, November). Exploring connections between cultural and family factors and Mexican-American adolescents' school achievement and aspirations. Paper presented at the National Council on Family Relations, Vancouver, Canada.

Herzog, M.J., Madden-Derdich, D.A., & Updegraff, K.A. (2003, November). Adolescents' perceptions of marital conflict: Examining the influence of the parent-child relationship. Poster presented at the National Council on Family Relations, Vancouver, Canada.

Thayer, S.M., & Updegraff, K.A. (2003, November). Adolescent temperament and family conflict: The mediating role of conflict management. Poster presented at the National Council on Family Relations, Vancouver, Canada.

Updegraff, K.A., Tucker, C.J., & McHale, S.M. (2003, April). Siblings' role in gender development. In S. McHale (Chair) *Siblings' Role in Family Socialization and Development.* Symposium presented at the Society for Research in Child Development, Tampa, FL.

Updegraff, K.A., Denning, D. & Thayer, S. (2003, April). Sibling Relational Aggression: Links to Sibling Relationship Quality and Adolescent Adjustment. Poster presented at the Society for Research in Child Development, Tampa, FL.

Updegraff, K.A., & Tucker, C.J. (2002, November). Sibling influences in adolescence. In S. McHale (Chair), *Sibling relationships: A neglected area of family research.* Symposium presented at the National Council on Family Relations, Houston, TX.

Delgado, M.Y., Hageman, D., Thayer, S.M., Updegraff, K.A., & Dumka, L.E. (2002, November). With a little help from my mom: Mexican and Anglo-American adolescents' school performance and perceptions of maternal support. Poster presented at the National Council on Family Relations, Houston, TX.

Thayer, S.M., Valiente, C., Hageman, D., Updegraff, K.A., & Delgado, M.Y. (2002, November). Conflict resolution in friendships: A comparison of Mexican-American and Anglo-American adolescents. Poster presented at the National Council on Family Relations, Houston, TX.

Updegraff, K.A., Booth, A. & Bahr, S.M. (2002, April). Hormones and adolescents' peer experiences: The moderating role of the parent-adolescent relationship. Poster presented at the Society for Research on Adolescence, New Orleans, LA.

- Bahr, S.M.*, Updegraff, K.A., Eisenberg, N., & Spinrad, T.L. (2002, April). Getting along: Conflict resolution strategies in adolescent friendships. Poster presented at the Society for Research on Adolescence, New Orleans, LA.
- Updegraff, K.A., Tucker, C.J., McHale, S.M., *Bahr, S.*, & Crouter, A.C. (2001, November). Who's the boss? Patterns of Control in Adolescents' Sibling Relationships. Poster presented at the National Council on Family Relationships, Rochester, NY.
- McHale, S.M., Updegraff, K.A., & Crouter, A.C. (2001, November). Tomboy behavior in middle childhood and early adolescence: Links with family characteristics and adjustment. Poster presented at the National Council on Family Relationships, Rochester, NY.
- Madden-Derdich, D.A., Updegraff, K.A., *Leonard, S.A.*, *Bahr, S.*, & Estrada, A.U. (2001, November). Young adolescents' experiences with parents and friends: Exploring the connections. Poster presented at the National Council on Family Relationships, Rochester, NY.
- McHale, S.M., Tucker, C.J., & Updegraff, K.A. (2000, November). Free time activities in middle childhood and their implications for psychosocial functioning in early adolescence. Poster presented at the National Council on Family Relationships, Minneapolis, MN.
- Haase, L.J.*, Updegraff, K.A., Madden-Derdich, D.A., & Estrada, A.U. (2000, November). Mothers' and fathers' perceptions of parenting performance and satisfaction: Is it predictive of spousal report of parental competence? Poster presented at the National Council on Family Relationships, Minneapolis, MN.
- Roosa, M.W., Tein, J., *Cree, W.K.*, *Specter, M.*, *Burch, S.C.*, *Hipke, K.N.*, *Proescholdbell, R.J.*, & Updegraff, K.A. (2000, November). Longitudinal study of neighborhood influences on parental involvement and children's school success. Paper presented at the National Council on Family Relationships, Minneapolis, MN.
- Updegraff, K.A., Helms-Erikson, H., *Haase, L.* (2000, March). Who's the boss? Friendship control and family dynamics in adolescence. Poster presented at the Society for Research on Adolescence, Chicago, IL.
- McHale, S.M., Updegraff, K.A., & Helms-Erikson, H. (2000, March). Sisters and brothers as models of sex-typed qualities and activities: A longitudinal study of siblings and gender socialization. In S. McHale (Chair), *Boys and girls as brothers and sisters: Siblings and gender socialization*. Symposium conducted at the Society for Research on Adolescence, Chicago, IL.
- Updegraff, K.A., Madden-Derdich, D., *Wyman, H.*, & Estrada, A.U. (1999, November). Parents and friends as sources of social support in early adolescence: Exploring ethnic group differences. Poster presented at the National Council on Family Relationships, Irvine, CA.
- Madden-Derdich, D.A., Updegraff, K.A., *Holmes, J.M.*, & *Leonard, S.* (1999, November). Parent-child boundary violation: The moderating influence between interparental conflict and child conduct. Poster presented at the National Council on Family Relationships, Irvine, CA.
- Leonard, S.*, Madden-Derdich, D.A., & Updegraff, K.A. (1999, November). Parental role ambiguity and fathers' involvement in coparental interactions post-divorce. Poster presented at the

National Council on Family Relationships, Irvine, CA.

- Roosa, M., Nelson, K., Proeschadbell, R., Tein, J., Updegraff, K.A., Cree, W., Michaels, M., & Parrella, J. (1999, June). Examination of an ecological model of influences on children's academic achievement. Poster presented at the Biennial Conference on Community Research and Action, New Haven, CT.
- Updegraff, K.A. (1999, April). Mothers' and fathers' involvement in adolescents' peer relationships: Links to friendship adjustment and peer competence. In A. Fletcher (Chair), *Parental roles and strategies linking children to resources outside the home*. Symposium conducted at the Society for Research in Child Development, Albuquerque, NM.
- McHale, S.M., & Updegraff, K.A. (1999, April). Sibling relationships in adolescence: The role of direct and indirect parental involvement. In K. O'Brien (Chair), *Sibling Relationship Quality in At-Risk and Normative Families: Influence, Behavior Patterns, and Consequences*. Symposium conducted at the Society for Research in Child Development, Albuquerque, NM.
- Updegraff, K.A., McHale, S.M., Crouter, A.C., & Kupanoff, K. (1998, November). The nature and implications of mothers' and fathers' involvement in their sons' and daughters' peer relationships. Poster presented at the National Council on Family Relationships, Milwaukee, WI.
- Christopher, F.S., McQuaid, S., & Updegraff, K.A. (1998, November). Relational predictors of single women's sexual coercion. Poster presented at the National Council on Family Relationships, Milwaukee, WI.
- McHale, S.M., Crouter, A.C., & Updegraff, K.A. (1998, June). What makes sisters and brothers close? Insights from research on children and adolescents. Paper presented at the International Conference on Personal Relationships, Saratoga Springs, NY.
- Updegraff, K.A., Helms-Erikson, H., & Gunnell, G. (1998, June). Adolescents' sex-typed friendships: Links with traditionality in parents' marital roles. Poster presented at the International Conference on Personal Relationships, Saratoga Springs, NY.
- Updegraff, K.A. (1998, February). Adolescents' nonshared sibling relationships and between and within family differences in friendships. Poster presented at the Society for Research on Adolescence, San Diego, CA.
- Eccles, J.S., Barber, B.L., Updegraff, K.A., & Wigfield, A. (1997). Expectancies and values as predictors of gender differences in course enrollment decisions and occupational plans in math and science. Paper presented at the American Educational Research Association.
- McHale, S.M., & Updegraff, K.A. (1997, April). How siblings interpret their parents' differential treatment: Individual and Developmental Differences. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Washington, D.C.
- Updegraff, K.A. (1997, April). Within-family comparisons of the connections between children's relationships with siblings and friends. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Washington, D.C.
- Helms-Erikson, H., Updegraff, K.A., & Crouter, A.C. (1996, November). Parents' daily monitoring of children's school, conduct, leisure, and social experiences: Within family comparisons.

Paper presented at the National Council on Family Relationships, Kansas City, MO.

- Crouter, A.C., Helms-Erikson, H., & Updegraff, K.A. (1996, August). Parents' monitoring of children's daily experiences: Patterns within and between families. Poster presented at the International Society for the Study of Personal Relationships, Banff, Canada.
- Updegraff, K.A. (1996, August). Links between relationships: The connections between parents' marriages and adolescents' friendships. Poster presented at the International Society for the Study of Personal Relationships, Banff, Canada.
- Eccles, J.S., Barber, B.L., Updegraff, K.A., & O'Brien, K.M. (1996, June). Predicting involvement in sports, honors math, and physics. Invited paper presented at the International Conference on Gender and Interest: Issues of Development and Change in Learning, Kloster Seeon, Germany.
- McHale, S.M., Updegraff, K.A., & Jenkins, C.J. (1996, February). When being treated differently is fair: Siblings' perceptions of the legitimacy of parents' differential treatment. Poster presented at the Society for Research on Adolescence, Boston, MA.
- Updegraff, K.A., & Graham, J.E. (1996, February). Someone who cares: A one year follow-up of a teacher advisor program. Poster presented at the Society for Research on Adolescence, Boston, MA.
- Eccles, J.S., Barber, B.L., Updegraff, K.A., & O'Brien, K.M. (1995). Expectancy-values, activity choice, and interests during elementary school and adolescent years. Paper presented at the American Education Research Association, San Francisco, CA.
- Graham, J.E., & Updegraff, K.A. (1995, April). Someone who cares: Evaluation of a school advisor program. Poster presented at the Society for Research in Child Development, Indianapolis, IN.
- Jackson, J.L., Jenkins, C.J., Updegraff, K.A., & McHale, S.M. (1995, April). Siblings' perceptions of their family roles. Poster presented at the Society for Research in Child Development, Indianapolis, IN.
- Updegraff, K.A., & O'Brien, K.M. (1995, April). Different patterns for different children: Links between sibling and friend relationships. Poster presented at the Society for Research in Child Development, Indianapolis, IN.
- McHale, S.M., Fennelly, K., Baker, A., Graham, J., Manlove, E.E., McGroder, S., Mulkeen, P., Obeidallah, D., & Updegraff, K. (1994, February). Community-based interventions for young adolescents: The Penn State PRIDE Project. Paper presented at the Society for Research on Adolescence, San Diego, CA.
- Updegraff, K.A. (1994, February). Egalitarian and traditional families: What do they mean for girls' and boys' performance in math and science? Poster presented at the Society for Research on Adolescence, San Diego, CA.
- Updegraff, K.A. & Berglund, J. (1994, February). Adolescents' sex-typed beliefs as a function of the sex composition of the sibling dyad. Poster presented at the Society for Research on Adolescence, San Diego, CA.
- McHale, S., Crouter, A., & Updegraff, K.A. (1993, April). Congruence between mothers' and

fathers' differential treatment of siblings: Links with family relations and children's well-being. Paper presented at the Society for Research in Child Development, New Orleans, LA.

Updegraff, K.A., & Rasnake, L.K. (1992, August). Moral reasoning: Gender identity, nature of the dilemma, and sex of the protagonist. Poster presented at the American Psychological Association, Washington, D.C.

Program and Policy-Oriented Reports

Graham, J.E., Updegraff, K.A., Baker, A.E., Obeidallah, D.A., Lutkus, L.M., Berglund, J.K., McHale, S.M. (1995). An evaluation of adolescent and advisor experiences in a school advisor program: G.A.R. Memorial Junior/Senior High School. Report prepared for the Wilkes-Barre Educational Partnership (pp. 1-30).

Updegraff, K.A., Graham, J.E., Baker, A.E., Berglund, J.K., Ferry, N., Lutkus, L.M., Manlove, E.E., Obeidallah, D.A., & McHale, S.M. (1994). An evaluation of adolescent and advisor experiences in a school advisor program: Mid-West School District. Report prepared for the Mid-West School District (pp. 1-40).

McHale, S.M., Tomascik, C.T., Updegraff, K., McGroder, S., Baker, A., Berglund, J., Bosworth, H.B., Edwards, A., Manlove, E., & Obeidallah, D. (1993). Experiences and well-being of Wilkes-Barre's fifth and sixth graders: A needs assessment. Report prepared for the Wilkes-Barre Educational Partnership (pp. 1-52).

McHale, S., Tomascik, C., Obeidallah, D., Baker, A., Graham, J., Berglund, J., Manlove, E., McGroder, S., Updegraff, K.A. (1993). Experiences and well-being of Wilkes-Barre Area School District Teachers: A needs assessment. Report prepared for the Wilkes-Barre Educational Partnership (pp. 1-27).

McHale, S.M., Updegraff, K.A., Ferry, N., McGroder, S., Obeidallah, D., and Berglund, J. (1993). Experiences and well-being of Mid-West junior high youth: A needs assessment. Report prepared for the Mid-West School District (pp. 1-52).

Updegraff, K.A., McHale, S., & Tomascik, C. (1993). Building creative collaborations on behalf of youth. Youth-at-risk: Perspectives on research and practice. Proceedings of a regional workshop and the 1993 annual meeting of NEC-81.

TEACHING

Undergraduate Courses

- Adolescent Development
- Research Methods
- Marriage and Family Relationships
- Parent-Adolescent Relationships
- Interviewing Mexican American Families

Graduate Courses

- Professional Issues in Family and Human Development
- Research Issues in Child Development
- Perspectives on Adolescent Development

SERVICE**University Service**

2013	Member, Latino Resilience Enterprise Search Committee
2012	Member, Quantitative Family Methods Search Committee
2012-	Director of Graduate Studies, Program in Family and Human Development
2010-2011	Member, Personnel Committee
2009-2010	Chair, Search Committee, Quantitative Family Methods Position
2008-2010	Member, Graduate Committee
2007-2008	Member, Search Committee, Social Networks Position
2007-2008	Member, Undergraduate Research Conference Planning Committee
2007-2008	Member, External Evaluation Committee
2003-2007	Director of Graduate Studies, Family and Human Development
2003-2004	Leadership Committee
2000-2003	Graduate Committee
1999-2000	Co-Chair, Graduate Committee
1998-1999	Graduate Committee
1998-1999	Community Service Award Committee

Professional Service

<i>Awards Committee</i>	Society for Research on Adolescence, 2012-2016.
<i>Co-Chair</i>	Jacob's Foundation International Young Scholars Program, Society for Research in Adolescence, 2008-2012.
<i>Grant Reviewer</i>	Canadian Council of Arts, Killam Fellowship, 2010.
	National Science Foundation, Developmental and Learning Science Panel, May, 2008.
<i>Elected Officer</i>	Nominating Committee, Research and Theory Section, National Council on Family Relationships, 2007-2009
	Nominating Committee, Research and Theory Section, National Council on Family Relationships, 2001-2003
	Student/New Professional Representative, Feminist and Family Studies Section, National Council on Family Relationships, 2001-2003
<i>Consulting Editor</i>	<i>Child Development</i> , 2007-present
	<i>Family Relations</i> , 2005-present
	<i>Child Development</i> , Special Issue on Race, Ethnicity, and Culture, 2005
	<i>Developmental Psychology</i> , 2001 to 2004
<i>Program Reviewer</i>	Feminist and Family Studies Section, National Council on Family Relations

(1997-2002)

Research and Theory Section, National Council on Family Relations (2003-2006)

Society for Research on Adolescence

Society for Research in Child Development

Ad Hoc Reviewer

Child Development
Communication Research
Developmental Psychology
Family Relations
Journal of Family Psychology
Journal of Marriage and the Family
Journal of Research on Adolescence
Journal of Youth and Adolescence
Merrill-Palmer Quarterly
Social Development

Professional Membership

National Council on Family Relationships
Society for Research in Child Development
Society for Research on Adolescence

Student Committee Participation

Doctoral Dissertation Chair – Completed

Norma Perez-Brena, April, 2012
Lorey Wheeler, April, 2012
Carly Slutzky (chair), November, 2011
Sarah E. Killoren (co-chair), December, 2008
Melissa Y. Delgado (co-chair), December, 2008
Shawna M. Thayer, May, 2005
Kristina M. Kupanoff, July, 2002

Doctoral Committee Member – Completed

Matthew Didonato, June, 2012
Katharine Zeiders, April, 2011
Olga Kornienko, June, 2010
Edna Alfaro, July, 2009
Jacquelynn Pflieger, July, 2009
Karen Kochel, April, 2009
Melinda Baham, March, 2009
Lisa Farinelli, August, 2008
Mayra Bamaca, June, 2008
Rajni Nair, April, 2008
Rebecca White, April, 2008
Mary Anders, November, 2007
Melissa Herzog, July, 2007

Lisa Dinella, July 2004
Heidi Wyman, July, 2004

Comprehensive Exam – Completed

Sue Rodriguez, December 2013 (chair)
Lorey Wheeler, September, 2010 (chair)
Norma Perez-Brena, September, 2010 (chair)
Melinda Gonzales-Backen, September, 2010
Matthew Didonato, February, 2010
Katharine Zeiders, November, 2009
Olga Kornienko, September, 2009
Carly Slutzky, September, 2008 (chair)
Karen Kochel, January, 2008
Jackie Pflieger, January, 2008
Melissa Delgado, February, 2007 (co-chair)
Sarah Killoren, February, 2007 (co-chair)
Rajni Nair, February, 2007
Lisa Farinelli, May, 2007
Elizabeth Handley, October, 2007
Rebecca White, October, 2007
Mayra Bamaca, September, 2006
Melinda Baham, December, 2006
Mary Anders, December, 2005
Lisa Dinella, September, 2003
Shawna Thayer, September, 2003
Julianne Deardoff, March, 2001
Kristina Kupanoff, April, 2001
Shannon McQuad, September, 1999
Heidi Wyman, September, 1999

Master's Committee Chair – Completed

Sue Annie Rodriguez, November, 2011
Emily Cansler, September, 2007
Melissa Delgado, November, 2005 (co-chair)
Sarah Killoren, October, 2005
Devon Hageman, December, 2004
Donna Denning, November, 2004
Lara Haase, December, 2002
Shawna M. Thayer, December, 2002
Kristina M. Kupanoff, June, 2000

Master's Committee Member – Completed

Laura Clary, March, 2011
Melinda Gonzales-Backen, July, 2008
Rebecca Mark, November, 2007
Katherine Zeiders, October, 2007
Phillip Briggs, July, 2007
Kimberly Castro, July, 2007
Karen Kochel, April, 2007
Melissa Lewis, May, 2007

Erin McConnell, May, 2007
Fairlee Fabrett, September, 2006
Rajni Nair, March, 2005
Katie Keuth, May, 2005
Michael Margarinos, November, 2005
Melissa Herzog, April, 2004
Ginger Burrell, May, 2004
Sakina Crowder, July, 2004
Rhonda Follman, April, 2003
Bonni Pomush, April, 2003
Erica Roush, April, 2003
Leticia Reyes, May, 2003
Meredith Buchholz, November, 2003
Michelle Porter, December, 2003
Angela Logan, March, 2002
Sara Jacobscarter, May, 2002
Lisa Dinella, September, 2002
Julie Holmes, October, 2001
Cathy Bellanger, December, 2000
Pat Responda, December, 1999
Lorey Wheeler, July, 1999

Public Service

Raising Special Kids, Parent-to-Parent Connection Volunteer, 2012-present.

Raising Special Kids Parents as Partners, Special Education Advocacy Training, 2012.

Special Education Parent Advisory Council, 2011- present, Gilbert Unified School District.

Co-Leader, 2009 – 2013, Pack 88, Grand Canyon Council, Boy Scouts of America

Consultant, Osborn Middle School, 1997-2000. Participated in grant writing, data collection, and program decisions in collaboration with teachers and school staff.

Member, Osborn School District – ASU Partnership, 1998-2000. Participated in partnership meetings between ASU and school district staff to evaluate school district needs, collect needs assessment and program evaluation data, and provide consultation.

Board Member, Mesa United Way, 1998-1999. Reviewed proposals, participated in site visits, and allocated funding.

- Valiente, C., Swanson, J., Lemery-Chalfant, K. S., & Berger, R. H.** (2014). Children's effortful control and academic achievement: Do relational peer victimization and classroom participation operate as mediators? *Journal of School Psychology, 52*, 433-445.
- Eggum-Wilkens, N. D., **Valiente, C., Swanson, J., & Lemery-Chalfant, K. S.** (2014). Children's shyness, popularity, school liking, cooperative participation, and internalizing problems in the early school years. *Early Childhood Research Quarterly, 29*, 85-94.
- Merz, E. C., Landry, S. H., Williams, J. M., Barnes, M. A., Eisenberg, N., Spinrad, T. L., **Valiente, C., Assel, M. Taylor, H. B., Lonigan, C. J., Phillips, B. M. Clancy-Menchetti, J., & The School Readiness Research Consortium** (2014). Associations among parental education, home environment quality, effortful control, and preacademic knowledge: Effortful control as a mediator. *Journal of Applied Developmental Psychology, 35*, 304-315.
- Meek, S. E., Lemery-Chalfant, K., Jahromi, L., & Valiente, C.* (2013). A review of gene-environment correlations and their implications for autism: A conceptual model. *Psychological Review, 120*, 497-521.
- Valiente, C., Eisenberg, N., Spinrad, T. L., Haugen, R.G., Thompson, M. & Kupfer, A.** (2013). Effortful control and impulsivity as concurrent and longitudinal predictors of academic achievement. *The Journal of Early Adolescence, 33*, 946-972.
- Hofer, C., Eisenberg, N., Spinrad, T. L., Morris, A., Gershoff, E., **Valiente, C., et al.** (2013). Mother-Adolescent conflict: Stability, change, and relations with externalizing and internalizing behavior problems. *Social Development, 22*, 259-279.
- Lemery-Chalfant, K., Clifford, S., McDonald, K., O'Brien, T. C., **Valiente, C.** (2013). Arizona Twin Project: A focus on early resilience. *Twin Research and Human Genetics, 16*, 404-411.
- Eisenberg, N., Duckworth, A. L., Spinrad, T. L., & **Valiente, C.** (2012). Conscientiousness: Origins in childhood. *Developmental Psychology* 1-19.
- Swanson, J., Valiente, C., & Lemery-Chalfant, K. S.* (2012). Predicting academic achievement from cumulative home risk: The mediating roles of effortful control, academic relationships, and school avoidance. *Merrill Palmer Quarterly, 58*, 375-408.
- Eggum, N. D., Eisenberg, N., Reiser, M., Spinrad, T. L., *Michalik, N. M., Valiente, C., Liew, J., & Sallquist, J.* (2012). Relations over time among children's shyness, emotionality, and internalizing problems. *Social Development, 21*, 109-129.
- Valiente, C., Swanson, J., Lemery-Chalfant, K.** (2012). Kindergartners' temperament, classroom engagement, and student-teacher relationship: Moderation by effortful control. *Social Development, 21*, 558-576.
- Valiente, C., Swanson, J., & Eisenberg, N.** (2012). Linking students' emotions and academic achievement: When and why emotions matter. *Child Development Perspectives, 6*, 129-135.

- Swanson, J., **Valiente, C.**, Lemery-Chalfant, K. S., O'Brien, T. C. (2011). Predicting early adolescents' academic achievement, social competence, and physical health from parenting, ego resilience, and engagement coping, social competence, and physical health: The mediating role of resilience. *The Journal of Early Adolescence*, 31, 548-576.
- Chen, S. H., Zhou, Q., Eisenberg, N., **Valiente, C.**, & Wang, Y. (2011). Parental expressivity in Chinese families: Prospective relations to parenting styles and children's psychological adjustment. *Parenting: Science and Practice*, 11, 288-307.
- Silva, K. M., Spinrad, T. L., Eisenberg, N., Sulik, M. J., **Valiente, C.**, Huerta, S., Edward, A., Eggum, N. D., Kupfer, A., Lonigan, C. J., Phillips, B. M., Wilson, S. B., Clancy-Menchetti, J., Landry, S. H., Swank, P., Assel, M., & Taylor, H. (2011). Relations of children's effortful control and teacher-child relationship quality to school attitudes in a low-income sample. *Early Education and Development*, 22, 434-460.
- Valiente, C.**, Eisenberg, N., Haugen, R.G., Spinrad, T. L., Hofer, C., Liew, J., & Kupfer, A. (2011). Children's effortful control and academic achievement: Mediation through social functioning. *Early Education and Development*, 22, 411-433.
- Eisenberg, N., **Valiente, C.**, & Eggum, N. D. (2010). Self-regulation and school readiness. *Early Education and Development*, 21, 681-698.
- Sulik, M. J., Huerta, S., Zerr, A., Eisenberg, N., Spinrad, T. L., **Valiente, C.**, Di Giunta, L., Pina, A., Eggum, N., Sallquist, J., Edwards, A., Kupfer, A., & the School Readiness Consortium (2010). The factor structure of effortful control and measurement invariance across ethnicity and sex in a high-risk sample. *Journal of Psychopathology and Behavioral Assessment*, 32, 8-22.
- Eisenberg, N., Haugen, R.G., Spinrad, T. L., Hofer, C., Chassin, L., Zhou, Q., Kupfer, A., Smith, C. L., **Valiente, C.**, & Liew, J. (2010). Relations of temperament to maladjustment and ego resiliency in at-risk children. *Social Development*, 19, 577-600.
- Valiente, C.**, Lemery-Chalfant, K. S., & Swanson, J. (2010). Prediction of kindergartners' academic competence from their effortful control and negative emotionality: Evidence for direct and moderated relations. *Journal of Educational Psychology*, 102, 550-560.
- Eisenberg, N., **Valiente, C.**, & Sulik, M. (2009). How the study of regulation can inform the study of coping. In E. Skinner & M. Zimmer-Gembeck (Eds.). *Coping and the Development of Regulation*. *New Directions in Child and Adolescent Development*, 124, 75-86.
- Eisenberg, N., **Valiente, C.**, Spinrad, T. L., Cumberland, A., Liew, J., Reiser, M., Zhou, Q., & Losoya, S. H. (2009). Longitudinal relations of children's effortful control, impulsivity, and negative emotionality to their externalizing, internalizing, and co-occurring behavior problems. *Developmental Psychology*, 45, 988-1008.
- Eggum, N. D., Eisenberg, N., Spinrad, T. L., **Valiente, C.**, Edwards, A., Kupfer, A. S. & Reiser,

- M. (2009). Predictors of persistent withdrawal: Possible precursors of avoidant personality disorder. *Development and Psychopathology*, *21*, 815-838.
- Valiente, C.**, Lemery-Chalfant, K., & Swanson, J. (2009). Children's responses to daily social stressors: Relations with parenting, children's effortful control, and adjustment. *Journal of Child Psychology and Psychiatry*, *50*, 707-717.
- Eisenberg, N., Hofer, C., Spinrad, T. L., Gershoff, E. T., **Valiente, C.**, Losoya, S., Cumberland, A., Maxon, E., Liew, J., & Zhou, Q. (2008). Understanding parent-adolescent conflict discussions: Concurrent and across time prediction from child dispositions and parenting. *Monographs of the Society for Research in Child Development*, *73*(2) Serial No. 290.
- Valiente, C.**, Lemery-Chalfant, K. S., Swanson, J., & Reiser, M. (2008). Prediction of children's academic competence from their effortful control, relationships, and classroom participation. *Journal of Educational Psychology*, *100*, 67-77.
- Valiente, C.**, Lemery-Chalfant, K. S., & Castro, K. S. (2007). Children's effortful control and academic competence: Mediation through school liking. *Merrill Palmer Quarterly*, *53*, 1-25.
- Valiente, C.**, Lemery-Chalfant, K. S., & Reiser, M. (2007). Pathways to problem behaviors: Chaotic homes, parent and child effortful control, and parenting. *Social Development*, *16*, 249-267.
- Hart, D., Eisenberg, N., & **Valiente, C.** (2007). Personality change at the intersection of autonomic arousal and stress. *Psychological Science*, *18*, 492-497.
- Eisenberg, N., Michalik, N., Spinrad, T. L., Hofer, C., Kupfer, A., **Valiente, C.**, Liew, J., Cumberland, A., & Reiser, M. (2007). The relations of effortful control and impulsivity to children's sympathy: A longitudinal study. *Cognitive Development*, *22*, 544-567.
- Michalik, N., Eisenberg, N., Spinrad, T. L., Ladd, B., Thompson, M., & **Valiente, C.** (2007). Longitudinal relations among parental personality, emotional expressivity, youths' sympathy, and prosocial behavior. *Social Development*, *16*, 286-309.
- Valiente, C.**, Eisenberg, N., Spinrad, T. L., Cumberland, A., Losoya, S. H., Reiser, M., & Liew, J. (2006). Relations among mothers' expressivity, children's effortful control and their problem behaviors: A four-year longitudinal study. *Emotion*, *6*, 459-472.
- Spinrad, T. L., Eisenberg, N., Cumberland, A., Fabes, R. A., **Valiente, C.**, Shepard, S. A., Reiser, M., Losoya, S. H., & Guthrie, I. K. (2006). Relation of emotion-related regulation to children's social competence: A longitudinal study. *Emotion*, *6*, 498-510.
- Smith, C. L., Eisenberg, N., Spinrad, T. L., Chassin, L., Morris, A. S., Kupfer, A., Liew, J., Cumberland, A., **Valiente, C.**, & Kwok, O. (2006). Children's coping strategies and coping efficacy: Relations to parent socialization, child adjustment, and familial alcoholism. *Development and Psychopathology*, *18*, 445-469.

- Eisenberg, N., Sadovsky, A., Spinrad, T. L., Fabes, R. A., Losoya, S. H., **Valiente, C.**, Reiser, M., Cumberland, A., & Shepard, S. A. (2005). The relations of problem behavior status to children's negative emotionality, effortful control, and impulsivity: Concurrent relations and prediction of change. *Developmental Psychology, 41*, 193-211.
- Eisenberg, N., Zhou, Q., Spinrad, T. L., **Valiente, C.**, Fabes, R. A., & Liew, J. (2005). Relations among positive parenting, children's effortful control, and externalizing problems: A three-wave longitudinal study. *Child Development, 76*, 1055-1071.
- Valiente, C.**, Eisenberg, N., Fabes, R. A., Shepard, S. A., Cumberland, A., & Losoya, S. H. (2004). Prediction of children's empathy-related responses from their effortful control and parents' expressivity. *Developmental Psychology, 40*, 911-926.
- Valiente, C.**, Eisenberg, N., Shepard, S. A., Fabes, R. A., Cumberland, A. J., Losoya, S. H., & Spinrad, T. L. (2004). The relations of mothers' negative expressivity to children's experience and expression of negative emotion. *Journal of Applied Developmental Psychology, 25*, 215-235.
- Valiente, C.**, Fabes, R. A., Eisenberg, N., & Spinrad, T. L. (2004). The relations of parental expressivity and support to children's coping with daily stress. *Journal of Family Psychology, 18*, 97-106.
- Eisenberg, N., & **Valiente, C.** (2004). Elaborations on a theme: Beyond main effects in relations of parenting to children's coping and regulation. *Parenting: Science and Practice, 4*, 319-323.
- Eisenberg, N., Spinrad, T. L., Fabes, R. A., Reiser, M., Cumberland-Li, A., Shepard, S. A., **Valiente, C.**, Losoya, S. H., Guthrie, I. K., & Thompson, M. (2004). The relations of effortful control and impulsivity to children's resiliency and adjustment. *Child Development, 75*, 25-46.
- Valiente, C.**, Eisenberg, N., Smith, C. L., Reiser, M., Fabes, R. A., Losoya, S. H., Guthrie, I. K., & Murphy, B. C. (2003). The relations of effortful control and reactive control to children's externalizing problems: A longitudinal assessment. *Journal of Personality, 71*, 1171-1196.
- Eisenberg, N., **Valiente, C.**, Fabes, R. A., Smith, C. L., Reiser, M., Shepard, S. A., Losoya, S. H., Guthrie, I. K., Murphy, B. C., & Cumberland, A. J. (2003). The relations of effortful control and ego control to children's resiliency and social functioning. *Developmental Psychology, 39*, 761-776.
- Eisenberg, N., **Valiente, C.**, Morris, A. S., Fabes, R. A., Cumberland, A., Reiser, M., Gershoff, E. T., Shepard, S. A., & Losoya, S. (2003). Longitudinal relations among parental emotional expressivity, children's regulation, and quality of socioemotional functioning. *Developmental Psychology, 39*, 3-19.
- Fabes, R. A., **Valiente, C.**, & Leonard, S. (2003). Introduction: Part 1: General family/marriage

processes. *Marriage and Family Review*, 34, 3-12.

Valiente, C., Belanger, C. J., & Estrada, A. U. (2001). Helpful and harmful expectations of premarital interventions. *Journal of Sex and Marital Therapy*, 28, 71-77.

Peer Reviewed Chapters

Spinrad, T. L., **Valiente, C.**, & Eisenberg, N. (2013). Socio-emotional relations to children's academic outcomes. In T. Shanahan & C. Lonigan (Eds.), *Literacy in preschool and kindergarten children: The national early literacy panel and beyond*. (pp. 71-93). Brookes Publishing.

Valiente, C., & Eisenberg, N. (2008). Emotion regulation. In E. Anderman & L. Anderman (Eds.), *Psychology of classroom learning: An encyclopedia*. (pp. 357-360). Detroit: Macmillan Reference.

Valiente, C., & Eisenberg, N. (2006). Parenting and children's adjustment: The role of children's emotion regulation. In D. K. Snyder, J. A. Simpson, & J. N. Hughes (Eds.), *Emotion regulation in families: Pathways to dysfunction and health* (pp. 123-142). Washington DC: American Psychological Association.

Eisenberg, N., **Valiente, C.**, & Champion, C. (2004). Empathy-related responding: Moral, social, and socialization correlates. In A. G. Miller (Ed.), *The social psychology of good and evil: Understanding our capacity for kindness and cruelty* (pp. 386-415). New York: Guilford Press.

Zhou, Q., **Valiente, C.**, & Eisenberg, N. (2003). Empathy and its measurement. In S. J. Lopez & C. R. Snyder (Eds.), *The handbook of positive psychological assessment* (pp. 269-284). Washington, DC: APA Books.

Eisenberg, N., & **Valiente, C.** (2001). Parenting and children's prosocial and moral development. In M. H. Bornstein (Vol. Ed.), *Handbook of parenting: Vol. 5. Practical Issues in Parenting* (2nd ed., pp. 111-142). Mahwah, NJ: Lawrence Erlbaum Associates.

Manuscripts under Review

Eisenberg, N., Spinrad, T. L., & **Valiente, C.** (2014). Emotion-related regulation and children's socioemotional competence. Proposed to appear in L. Balter & C. S. Tamis-LeMonda (Eds.), *Child psychology: A handbook of contemporary issues* (3rd Ed). New York: Psychology Press.

Hernández, M. M., Eisenberg, N., **Valiente, C.**, Spinrad, T. L., VanSchyndel, S. K., Diaz, A., Silva, K. M., Berger, R. H., Southworth, J. (2014). Emotions in School Context, Social Relationships, and Academic Adjustment in Kindergarten. Manuscript submitted for publication.

Wang, F.L., Eisenberg, N., Valiente, C., & Spinrad, T.L. (2014). Role of Temperament on Adolescent Pure and Co-occurring Internalizing/Externalizing using a Bifactor Model: Moderation by Parenting and Temperament. Manuscript submitted for publication.

Swanson, J., **Valiente, C.**, Bradley, R. H., & Lemery-Chalfant, K. (2014). Teachers' effortful control and children's externalizing behaviors and achievement: Mediational and moderational processes. Manuscript submitted for publication.

Diaz, A., Eisenberg, N., **Valiente, C.**, *VanSchyndel, S.*, Spinrad, T.L., Berger, R., *Silva, K. M.*, & Southworth, J. (2014). Relations of Emotionality and Effortful Control to Kindergarteners' Relationships and Engagement at School. Manuscript submitted for publication.

Manuscripts & Chapters in Preparation

Eisenberg, N., Spinrad, T. L., & **Valiente, C.** (in preparation). Emotion-related regulation and children's socioemotional competence. In L. Balter & C. S. Tamis-LeMonda (Eds.), *Child psychology: A handbook of contemporary issues* (3rd Ed). New York: Psychology Press.

Valiente, C., Bradley, R., Swanson, J., & *Berger, R. H.* (in preparation). The student-teacher relationship and children's effortful control as longitudinal predictors of achievement and emotional engagement.

Valiente, C., *Humphrey, J.*, & Swanson, J. (in preparation). The implications of changes and stability in the student-teacher relationship.

Valiente, C., *VanSchyndel, S.*, & Eisenberg, N. (in preparation). The role of peers' temperament as a moderator of the relation between children's temperament and early school success.

Berger, R. H., **Valiente, C.**, Eisenberg, N., & Diaz, A. (in preparation). Cumulative risk predicts poor sleep quality in early elementary school children.

Hernandez, M., Eisenberg, N., **Valiente, C.** (in preparation). Emotions in school context: implications for social relationships and academic readiness in kindergarten.

Grants Received

Valiente, C. (PI), Eisenberg, N. (PI), & Spinrad, T. L. Supplement to: *The roles of emotion regulation and peer context in children's achievement. National Institute of Child Health and Human Development.* Total costs = \$188,795. 9/2013-8/2015. (Valiente and Eisenberg serve as dual PIs). This is a supplement to the RO1 and the supplement funds additional work and a postdoctoral scholar.

Valiente, C. (PI), Eisenberg, N. (PI), Spinrad, T. L. Thompson, M., Piña, A. *The roles of emotion regulation and peer context in children's achievement. National Institute of Child Health and Human Development.* Total costs = \$1,935,793. 3/2012-2/2017. (Valiente and Eisenberg serve as dual PIs)

Bradley, R., Umaña-Taylor, A., **Valiente, C.** (co-Investigator), *Development of New Item Clusters for the HOME Inventory*. National Institute of Child Health and Human Development. Total costs = \$422,393. 4/2011-3/2013.

Lemery-Chalfant, K. S., & **Valiente, C.** (co-PI), *Genetic and environmental precursors to resilience and child mental health*. Institute for Mental Health Research. Total costs = \$25,000. 4/08 – 3/2009.

Valiente, C. (PI) *CAREER: Social and emotional processes involved in academic competence*. National Science Foundation. Total costs = \$410,405. 4/06-3/11.

Lemery, K. S., Luecken, L. J., & **Valiente, C.** (co-PI), Gonzales, N., Castro, F. G., & Crnic, K. *Resilience mechanisms in low income Hispanic mothers and their infants: Accounting for health disparities*. Institute for Social Science Research. Total costs = \$19,600. 9/2005-8/2006.

Eisenberg, N., Spinrad, T. L., & **Valiente, C.** (co-PI). *Project 3: School readiness intervention: Socioemotional mediators*. (Susan Landry, Program Project PI, *Preschool curricula: Outcomes and developmental processes*). National Institute of Child Health and Human Development. 1 P01 HD048497-01A1. Total costs = \$765,988. 9/2005-6/2011.

Eisenberg, N., Spinrad, T., & **Valiente, C.** (co-PI). *Facial and physiological correlates of compassion*. Fetzer. Total costs = \$20,000. 1/05 – 12/05.

Valiente, C. (PI). *The development of children's adjustment: The roles of parenting and children's regulation*. National Institute of Mental Health: Loan Repayment Program. Total costs = \$8,635. 11/2004 – 07/2006.

Valiente, C. (PI). *Relations between parental socialization, children's coping, and social functioning*. Arizona State University, Faculty Grant-in-Aid Program. Total costs = \$7,000. 1/2004 – 12/2004.

Valiente, C. (PI). *Parenting and children's socioemotional functioning*. Predoctoral Fellowship Award for Minority Students, National Institute of Mental Health. Total costs = \$24,295. 11/2002 – 8/2003.

Valiente, C. *American Psychological Association Minority Fellowship Grant*. American Psychological Association. Total costs = \$15,000 per year, 8/2000 – 10/2002.

Valiente, C. (PI, Supplemental Grant). *Emotion, regulatory processes and social functioning*. National Institute of Mental Health. Total costs = \$25,776. 10/1998 – 6/2002.

PRESENTATIONS

Refereed National Conference Presentations

- Berger, R. H., **Valiente, C.**, Silva, K., VanSchyndel, S., Spinrad, T., Eisenberg, N., Southworth, J. & Thompson, M. (2014). Effortful control and early academic adjustment: The moderating role of classroom chaos. Paper presented at the Occasional Temperament Conference, Lincoln, NE.
- Berger, R. H., Diaz, A., Silva, K., **Valiente, C.**, Eisenberg, N. & Spinrad, T. (2014). *The consistency and timing of sleep relates to attentional control in early school-age children*. Poster presented at the Occasional Temperament Conference, Lincoln, NE.
- Valiente, C.**, Diaz, A., Berger, R. H., Eisenberg, N. (2014) *The roles of social and emotional processes in children's early academic success*. Paper presented at the annual convention for the American Psychological Association, Washington DC.
- Swanson, J., **Valiente, C.**, Bradley, R. J., & Lemery-Chalfant, K. (2013). *Mediated and moderated relations linking student-teacher relationship quality to externalizing problems: The role of effortful control*. Paper presented at the 70th biennial meeting of the Society for Research in Child Development, Seattle, Washington.
- Valiente, C.**, Swanson, J., Bradley, R. J., & Lemery-Chalfant, K. (2013). *The student-teacher relationship and children's effortful control as longitudinal predictors of achievement and emotional engagement*. Paper presented at the 70th biennial meeting of the Society for Research in Child Development, Seattle, Washington.
- Berger, R. H., & **Valiente, C.** (2013). *Effortful control, parent-child relationships, and children's outcomes*. Bridgett, D. (Chair), Effortful control mediates the relations between family and peer stressors and developmental outcomes. Poster presented at the 70th biennial meeting for the Society for Research in Child Development, Seattle, Washington.
- Valiente, C.**, Swanson, J., & Lemery-Chalfant, K. (2013). *Children's effortful control and their early school success*. Paper presented at the 19th biennial meeting of the Occasional Temperament Conference, Salt Lake City, Utah.
- Swann, G. M., Araica, E., Lemery-Chalfant, K. **Valiente, C.**, Kao, K., & O'Brien, C. (2012). *Impact of early parental warmth and concurrent punitive discipline on the heritability of young children's problem behaviors*. Poster presented at the 42nd annual meeting of the Behavior Genetics Association, Edinburgh, UK.
- Araica, E., O'Brien, T. C., **Valiente, C.**, & Lemery-Chalfant, K. (2011). *Parenting and infant problem behaviors: Caregiver support and ethnicity as moderators?* Poster presented at the 91st annual meeting of the Western Psychological Association, Los Angeles, California.
- Silva, K., M., Spinrad, T. L., Eisenberg, N., Sulik, M. J., **Valiente, C.**, Huerta, S. et al., (2011). *Relations of effortful control, teacher-child relationship quality, and school engagement in a high-risk sample*. Poster presented at the 69th biennial meeting of the Society for Research in Child Development, Montreal, Quebec, Canada.

- O'Brien, T. C., Swanson, J., **Valiente, C.**, & Lemery-Chalfant, K. (2011). *Happy parents have happy babies: Positive parent personality, emotional availability, and infant problem behaviors*. Poster presented at the 69th biennial meeting of the Society for Research in Child Development, Montreal, Quebec, Canada.
- Swanson, J., **Valiente, C.**, & Lemery-Chalfant, K. (2010). *Predicting academic achievement from home environment risk: Evidence of temperament-based and social mediating mechanisms*. Paper presented at the 18th biennial meeting of the Occasional Temperament Conference, Brunswick, Maine.
- Drake, L. J., O'Brien, T. C., McDonald, K., **Valiente, C.**, & Lemery-Chalfant, K. (2010). *Parent characteristics, cognitions, and behaviors as predictors of infant sleep difficulties*. Poster presented at the ICIS Biennial Meeting, Baltimore, Maryland.
- Jeon, S., O'Brien, T. C., McDonald, K., **Valiente, C.**, & Lemery-Chalfant, K. (2010). *Temperament and self-regulation in infant feeding difficulties*. Poster presented at the ICIS Biennial Meeting, Baltimore, Maryland.
- Valiente, C.**, Lemery-Chalfant, K. S., Swanson, J. (2009). *The unique and interactive roles of effortful control and negative emotionality on academic competence*. Paper presented at the 68th biennial meeting of the Society for Research in Child Development, Denver, Colorado.
- Eisenberg, N., **Valiente, C.**, & Sulik, M. J. (2009). *How the study of regulation can inform the study of coping*. Paper presented at the 68th biennial meeting of the Society for Research in Child Development, Denver, Colorado.
- Swanson, J., **Valiente, C.**, & Lemery-Chalfant, K. (2009). *Children's internalizing problems mediate the relation of negative emotionality to peer victimization in early school grades*. Poster presented at the 68th biennial meeting of the Society for Research in Child Development, Denver, Colorado.
- Jangalapalli, A., **Valiente, C.**, & Swanson, J. (2009). *Regulation mediates the relation of risky homes to problem behaviors*. Poster presented at the 71st annual meeting of the National Council on Family Relations, San Francisco, California.
- Valiente, C.**, Lemery-Chalfant, K. S., Swanson, J., & Reiser, M. (2008). *Social and emotional predictors of children's academic competence*. Paper presented at the Occasional Temperament Conference, San Rafael, CA.
- Lemery-Chalfant, K., McDonald, K., Luecken, L., Castro, F., **Valiente, C.**, & Howe, R. (2008). *Influences on infant duration of orienting in low-income Latinos*. Poster presented at the International Conference on Infant Studies, Vancouver, Canada.
- Swanson, J., O'Brien, T. C., **Valiente, C.**, & Lemery-Chalfant, K. (2008). *Predicting school avoidance from early adolescents' temperament and school relationships*. Poster presented at the biennial meeting of the Society for Research on Adolescence, Chicago, IL.

- Valiente, C.**, Lemery-Chalfant, K., Swanson, J., & Reiser, M. (2007). *Social and emotional predictors of changes in children's academic competence*. Poster presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.
- Valiente, C.**, Swanson, J., & Lemery-Chalfant, K. (2007). *Predicting children's adjustment from the family environment and temperament*. Poster presented at the annual meeting of the National Council on Family Relations, Pittsburgh, PA.
- Swanson, J., **Valiente, C.**, Lemery-Chalfant, K. (2007). *Resiliency's role in the relation of parenting to developmental outcomes*. Poster presented at the annual meeting of the National Council on Family Relations, Pittsburgh, PA.
- Swanson, J., **Valiente, C.**, Lemery-Chalfant, K., & Reiser, M. (2007). *Predicting children's problem behaviors from family environment, parenting, and effortful control*. Poster presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.
- O'Brien, T. C., Lemery-Chalfant, K., & **Valiente, C.** (2007). *Individual and family level risk and resilience factors impact on internalizing and externalizing behaviors*. Poster presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.
- Eisenberg, N., Hofer, C. M., Spinrad, T. L., Gershoff, E. T., **Valiente, C.**, Losoya, S. H., Zhou, Q., Cumberland, A., Liew, J., & Maxon, E. (2007). *Understanding Parent-Adolescent Conflict: Concurrent and Across-Time Prediction from Youths' Dispositions and Parenting*. Paper presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.
- Eisenberg, N., Michalik, N. M., Spinrad, T., Ladd, B. K., Thompson, M. S., **Valiente, C. E.**, (2007). *Longitudinal relations among parental emotional expressivity and sympathy and prosocial behavior in adolescence*. Paper presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.
- Valiente, C.**, Eisenberg, N., Fabes, R. A., & Spinrad, T. L. (2005). *The stability of children's coping with daily stress: A six year longitudinal study*. Poster presented at the biennial meeting of the Society for Research in Child Development, Atlanta, Georgia.
- Valiente, C.**, Lemery, K. S., & Castro, K. S. (2005). *Children's school functioning: Do their effortful control and school liking matter?* Poster presented at the biennial meeting of the Society for Research in Child Development, Atlanta, Georgia.
- Castro, K. S., **Valiente, C.**, & Lemery, K. S. (2005). *Prediction of Hispanic children's adjustment from their effortful control and overcontrol*. Poster presented at the biennial meeting of the Society for Research in Child Development, Atlanta, Georgia.
- Eisenberg, N., **Valiente, C.** & Spinrad, T. L. (2005). *Relations of parental expressivity and*

children's effortful control to quality of children's social functioning. Paper presented at the biennial meeting of the Society for Research in Child Development, Atlanta, Georgia.

Sadovsky, A., Eisenberg, N., Spinrad, T. L., Fabes, R. A., Losoya, S. H., **Valiente, C.**, Reiser, M., Cumberland, A., & Shepard, S. (2004). *Emotionality, regulation, and change in children's problem behavior group status.* Poster presented at the annual meetings of the Western Psychological Association, Phoenix, AZ.

Valiente, C., Eisenberg, N., & Fabes, R. A. (2003). *Prediction of children's empathy-related responding from their effortful control and parents' expressivity.* Poster presented at the annual meeting of the National Council on Family Relations, Vancouver, BC.

Valiente, C., Smith, C. L., & Eisenberg, N. (2003). *Longitudinal relations between regulation, control, emotionality, and social functioning.* Poster presented at the biennial meeting of the Society for Research in Child Development, Tampa, Florida.

Eisenberg, N., **Valiente, C.**, Morris, A. S., & Smith, C. L. (2003). *Relations of emotion-related control and negative emotionality to adjustment in child.* Paper presented at the biennial meeting of the Society for Research in Child Development, Tampa, Florida.

Valiente, C., Eisenberg, N., Shepard, S., Fabes, R., Cumberland, A., & Spinrad, T. (2002). *The relations of children's vicarious distress reactions to maternal negative expressivity.* Poster presented at the annual meeting of the National Council on Family Relations, Houston, Texas.

Kupfer, A., Zhou, Q., Liew, J., & **Valiente, C.** (2002). *The effects of observed parent negativity on teacher reports of adolescent adjustment.* Poster presented at the biennial meeting of the Society for Research on Adolescence, New Orleans, Louisiana.

Thayer, S. M., **Valiente, C.**, Hageman, D., Delgado, M. Y., & Updegraff, K. A. (2002). *Conflict resolution in friendships: A comparison of Mexican-American and Anglo-American adolescents.* Poster presented at the annual meeting of the National Council on Family Relations, Houston, Texas.

Valiente, C., Eisenberg, N., Guthrie, I., & Losoya, S. L. (2001). *The relations of parental expressivity and children's emotionality to children's empathy related responses.* Poster presented at the biennial meeting of the Society for Research in Child Development, Minneapolis, Minnesota.

Valiente, C., Eisenberg, N., Morris, A. S., Gershoff, E. T., Fabes, R. A., Cumberland, A., & Reiser, M. (2001). *Longitudinal relations of maternal expressivity with children's regulation and adjustment.* Poster presented at the annual meeting of the Western Psychological Association, Irvine, California.

Valiente, C., & Fabes, R. A. (2001). *Children's coping with daily stress: Relations with parental expressivity and children's negative emotions.* Poster presented at the biennial meeting of the Society for Research in Child Development, Minneapolis, Minnesota.

Valiente, C., Belanger, C. J., & Estrada, A. U. (2000). *Benefits and barriers to premarital prevention programs*. Poster presented at the annual meeting of the American Association of Marriage and Family Therapy, Denver, Colorado.

Valiente, C., Eisenberg, N., Fabes, R. A., Shepard, S. A., Cumberland, A. J., Spinrad, T. L., & Losoya, S. H. (2000). *Socialization of children's emotional expression*. Poster presented at the Hampton University Research Forum 2000, Hampton, Virginia.

Invited Presentations

Valiente, C., Eisenberg, N., & Eggum, N. D. (2009). *Self-Regulation and school readiness*. Presentation at the Department of Counseling and Personnel Services, University of Maryland, College Park, MD.

Valiente, C., & Eisenberg, N. (2004). *Parenting and children's adjustment: The role of children's emotion-related regulation*. Presentation at the Department of Psychology, Texas A&M University, College Station, TX.

Spinrad, T. L., **Valiente, C.**, & Champion, C. (2004). *Empathy-related responding: Research methods and relations to prosocial behavior and emotion regulation*. Presentation at the Institute for Noetic Sciences, Petaluma, CA.

INSTRUCTION

Undergraduate Courses

Research Methods
Marriage and Family Relationships
Children's School Success

Graduate Courses

Family Theories
Children's School Success

Undergraduate Honors Thesis Chair

Brittany Groh	Graduated Spring 2014
(winner of best thesis in the Sanford School for Spring 2014)	
Christina Lam	Graduated Spring 2014
Gina Rodriguez	Graduated Spring 2014
Samantha Pettit	Graduated Fall 2013

Undergraduate Honors Thesis Committee

Emily Bovee	Graduated Spring 2013
Varun Patankar	Graduated Spring 2012

Reader for Undergraduate Honors Thesis

Kayla Ditto	Graduated Fall 2012
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Melanie Mayes	Graduated Fall 2011
<i>Thesis Committee Chair</i>	
Rebecca Berger	Proposed Summer 2014
Carla Wall	Proposal in progress
Jodi Swanson	Graduated Summer 2008
Bridget Seeley	Graduated Fall 2007
Kimberly Castro	Graduated Summer 2007
<i>Thesis Committee Member</i>	
Sarah VanSchyndel	Graduated Fall 2014
Olena Kopystynska	Graduated Spring 2014
Susan Budinger	Graduated Summer 2012
Kassondra Silva	Graduated Summer 2012
Shantel Meek	Graduated Fall 2010
Julie Ann Ingram	Graduated Spring 2009
T. Caitlin O'Brien	Graduated Fall 2008
Tammy Helmers	Graduated Fall 2007
Julie Ringler	Graduated Fall 2007
Melissa Lewis	Graduated Spring 2007
Carly Slutzky	Graduated Spring 2007
Jake Heller	Proposed Fall 2006
Amy Obermiller	Graduated Fall 2005
Anne Marie Kresge	Graduated Fall 2004
<i>Comprehensive Exam Committee Member</i>	
Laura Clary	Completed Fall 2013
Shantel Meek	Completed Spring 2012
Kari Jeanne Visconti	Completed Spring 2012
Erin Bryant	Completed Spring 2011
Lisa Menegatos	Completed Spring 2010
Jodi Swanson	Completed Fall 2009
Alicia Moss	Completed Fall 2009
T. Caitlin O'Brien	Completed Fall 2009
Bridget M. Gaertner	Completed Summer 2006
Amanda White	Completed Fall 2005
Jodi Wahba	Completed Fall 2005
Nicole Michalik	Completed Spring 2004
<i>Doctoral Committee Chair or Co-Chair</i>	
Bridget Seeley	Graduated Spring 2012
Jodi Swanson	Graduated Fall 2011
<i>Doctoral Committee Member</i>	
Alicia Moss DiDonato	Graduated Spring 2014

Kari Jeanne Visconti	Graduated Spring 2013
Shantel Meek	Graduated Fall 2013
Erin Bryant	Graduated Spring 2012
Lisa Menegatos	Graduated Fall 2011
Sarah L. Herald-Brown	Graduated Spring 2008
Amanda White	Proposed Spring 2007
Nicole Michalik, (in Psychology in Education)	Graduated Spring 2005

SERVICE

University Service

2010 - present Social and Behavioral IRB
 2011 - present Barrett Honors Faculty

Department Service

2011 Personnel Committee
 2006-2009 School Leadership Committee
 2003-2006 Marriage and Family Therapy Committee
 2004-2005 Faculty Search Committee
 2001-2002 Undergraduate Committee

Professional Service

Grant, Research, and Program Reviewer

Member, National Science Foundation Panel for Developmental and Learning Sciences, Fall 2007, Fall 2008, Fall 2009, Spring 2009.

External Reviewer, Israel Science Foundation, Spring 2012.

External Reviewer, National Science Foundation Panel for Developmental and Learning Sciences, 2011

Member, Internal Review Committee, American Psychological Association, Spring 2010.

Conference Program Reviewer

Society for Research in Child Development: 2004, 2008, 2010

Other

Content Review Panel Member for Westat & the ECLS-K Study: 2011
 Review Committee for APA Minority Fellowship Program awards: 2012
 Reviewer for Head Start Graduate Student Research Grant: 2012

Ad Hoc Reviewer

Addiction Research & Theory
 Applied Developmental Science
 Archives of General Psychiatry

Behaviour Research and Therapy
Child Development
Child Development Perspectives
Cognition & Emotion
Contemporary Educational Psychology
Developmental Neuropsychology
Developmental Psychology
Developmental Science
Early Education and Development
Early Childhood Research Quarterly
Educational Researcher
Family Relations
Infant Behavior and Development
International Journal of Behavioral Development
International Perspectives in Psychology
Journal of Applied Developmental Psychology
Journal of Child Psychology and Psychiatry
Journal of Early Adolescence
Journal of Educational Psychology
Journal of Experimental Child Psychology
Journal of Family Psychology
Journal of Nonverbal Behavior
Journal of Positive Psychology
Journal of Primary Prevention
Journal of Research in Personality
Merrill-Palmer Quarterly
Parenting Science and Practice
Psychological Science
Review of Educational Research
Sex Roles
Social Development
Special Issue Editorial Assistant, Journal of Marriage and Family Review
The Elementary School Journal

Professional Memberships

Society for Research on Child Development

Community Service

2005-2008 Member, City of Grace Church Board of Directors, Mesa, Arizona.

2005-2007 Supervisor and Lecturer, Couples' Premarital Program, Word of
Grace Church, Mesa, Arizona.

HONORS AND AWARDS

2011 American Psychological Association's Minority Fellowship Program Early Career
Award.

2003 Strongest conference submission by a student or new professional. National Council on Family Relations.

BETHANY LUCIA BUSTAMANTE VAN VLEET

T. Denny Sanford School of Social and Family Dynamics
Arizona State University
Tempe, AZ 85287-3701

Office phone: (480) 965-6978
Office fax: (480) 965-6779
E-mail: bethany.vanvleet@asu.edu

EDUCATION

Ph.D., Arizona State University
Educational Psychology – Measurement, Statistics, and Methodological Studies
Dissertation: An Investigation of Power Analysis Approaches for Latent Growth Modeling

M.A., Arizona State University
Educational Psychology – Measurement, Statistics, and Methodological Studies
Concentration: Human Development
Thesis: An Empirical Investigation of Responses to Measures of Ethnicity

B.S., Psychology, Minor in Biology, Arizona State University, *Summa cum laude*

INSTRUCTIONAL ACTIVITY

Course Instruction and Development

CDE 501	Statistics for Social Sciences ¹
SOC 391/FAS 361	Research Methods, Arizona State University ²
SOC 390	Social Statistics, Arizona State University ²
SOC 264/FAS 264	Gender and Society, Arizona State University ²
CDE 232	Lifespan Development, Arizona State University
FAS 191	Meet the Family, Arizona State University ¹
ASU 101	The ASU Experience, Arizona State University
FAS 586, 587, 588	Family and Human Development Masters Program Capstone Courses ³

¹ Courses that had not been taught/offered prior to me creating them

² Online courses that I developed/packaged for use by other faculty

³ Developed in collaboration with other faculty

Invited Instruction

Spring 2004	FAS 498: Family Ethics, Arizona State University <ul style="list-style-type: none">• Topic: What are “rights?”
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PROFESSIONAL EXPERIENCE

- Fall 2013 - Present Director of Online Graduate Studies
The Sanford School, Arizona State University
- Spring 2009- Present Lecturer
School of Social and Family Dynamics, Arizona State University
- Fall 2007- Spring 2008 Adjunct Faculty
School of Social and Family Dynamics, Arizona State University
- Course Instruction: ASU 101, FAS 191, CDE 232
- Fall 2006- Fall 2008 Academic Advisor
School of Social and Family Dynamics, Arizona State University
- Spring 2006- Summer 2006 Academic Advisor
Department of Nutrition and East College, Arizona State University
- Fall 2004- Fall 2005 Management Intern, Campus Visits
Department of Admissions, Arizona State University
- Fall 2002 Research Assistant
Department of Psychology, Arizona State University

PUBLICATIONS AND PRESENTATIONS

- Van Vleet, B. L. and Bodman, D. A. (in press). Authoritarian Parenting in the *Encyclopedia of Family Studies*. Hoboken: NJ: Wiley and Sons.
- Van Vleet, B. L. and Bodman, D. A. (in press). Divorce Statistics in the *Encyclopedia of Family Studies*. Hoboken: NJ: Wiley and Sons.
- Invited Presenter at the College of Liberal Arts and Sciences eLearning Demofest (February 7, 2013). *Virtual Meetings, Office Hours, Lectures, and Communication*.
- Van Vleet, B. B. & Thompson, M. S. (2012). An empirical investigation of self-reported ethnicity measures. *International Journal of Educational and Psychological Assessment: Special Issue on Use of Self-reports in Educational and Psychological Assessment, 11*, 90-110.
- Van Vleet, B. B., & Thompson, M. S. (April, 2012). An investigation of power analysis approaches for latent growth modeling. Presented at the annual meeting of the American Educational Research Association, Vancouver, British Columbia.

MENTORING

- Fall 2014 – Present Graduate student mentor/advisor to approximately 10 Family and Human Development Master’s students
- Spring 2009 – Present Student and New Faculty Mentor (including Honors Student Thesis Director, Thesis Committee Member, Honors Contract Advisor)

SERVICE

- June 2013 - Present Team Member, Research Methods Learning Game Development Led by Mina Johnson
- Fall 2012 - Spring 2013 Committee Member, Social Impact Initiative
The Sanford School, Arizona State University
- Assisted in planning, implementation, and oversight of various activities, including interactive children’s exhibit for Gilbert Diversity Fair, Gilbert Kapow Run, and ASU Block Parties and parade float.
- Spring 2009- Fall 2012 Webmaster, Branding for Online and Print Presence
The Sanford School, Arizona State University
- October 2010 Panelist, Human Development/Parenting Panel
- Panel presented information on developmental milestones, parenting challenges, and parenting techniques for different stages of development, followed by Q and A with community members. My focus was primarily on early childhood.
- August 2010 Presenter, Community Human Development/Parenting Class
- Presented a 2-hour human development/parenting class to community members in Gilbert, AZ
- Spring 2010 Mom’s Like Me/AZcentral.com Parenting Blog/Discussion Board
- Posted weekly parenting-related articles and participated in chat and Q and A with discussion board participants from the community. In conjunction with Denise Bodman, our discussion board activity was posted under “Parenting Profs”
- Spring 2006 – Summer 2006 Youth Risk Behavior Surveillance System (YRBS) Analysis
Department of Nutrition, Arizona State University
- Provided descriptive and graphical summaries of data from the YRBS for faculty members commissioned to provide information on nutritional status of YRBS respondents
- Spring 2006 College of Liberal Arts and Sciences Web Standards Committee Member
- Committee aimed to determine accessibility standards for college websites, as well as methods of communicating and enforcing these standards within the college

Fall 2005 Faculty Ambassador Program
College of Liberal Arts and Sciences, Arizona State University

- Presented information about the School of Social and Family Dynamics to students at Marcos de Niza high school in Tempe, AZ

PROFESSIONAL DEVELOPMENT

December 8–12, 2014 Establishing Online Education Programs Workshop

November 5, 2014 Articular Storyline Workshop

November 5, 2013 Professional Development Workshop (McMillan Higher Ed):
Generation Me in the Classroom - Teaching Today's Young Adults

August 1, 2013 Respondus Monitor Instructor Training

October 2010 Diversity Training and Certification Program

Spring 2008 E-Learning Workshop

Fall 2007 How to Create an Online Syllabus using myASU

Fall 2006-Fall 2007 Committee for Online Instruction, School of Social and Family Dynamics, Arizona State University

February, 2007 Learner Centered Education (LCE) Grant Program: Course Re-design Orientation, Tempe, AZ

Summer 2005 Macromedia Breeze training (for online courses), Arizona State University

AWARDS AND ACKNOWLEDGEMENTS

February 2013 Nominated for the ASASU Centennial Professor Award

April 2013, 2012 Men's Track and Field Guest Coach

February 2011 Nominated for the College of Liberal Arts and Sciences Teaching Award

Fall 2011 Football Guest Coach

Spring 2010, 2009 Women's Softball team Guest Coach in recognition of "playing an important role in the academic development of...student-athletes"

March 2010 Nominated for the College of Liberal Arts and Sciences Teaching Award

August 2009

ASU Football Guest Coach

COMPUTER SKILLS

Online Course Tools Blackboard, Learning Studio, Adobe Presenter, Macromedia
Breeze/Adobe Connect, Respondus Monitor

Statistical Software Proficient with SPSS, SAS, MPLUS, EQS

Website Software and
Programming Dreamweaver, HTML, CSS, Wiki markup

Kari Jeanne Visconti, Ph.D.

Curriculum Vitae

Arizona State University
T. Denny Sanford School of Social and Family Dynamics
Kari.Visconti@asu.edu

Education

Doctor of Philosophy, Family and Human Development, Arizona State University, Tempe, 2013
Dissertation: A Latent Profile/Latent Transition Approach to Children's Coping with Peer Victimization

Advisors: Becky Kochenderfer-Ladd, Gary W. Ladd.

Committee Members: Carlos Valiente, Karen Kochel

Master of Science, Psychology, North Dakota State University, Fargo, North Dakota, 2009

Thesis: Antisocial and Prosocial Peer Experiences and Social Cognitions as Predictors of Children's Responses to Harassment from Peers

Committee Members: Wendy Troop-Gordon, Chair; Brian Ostafin, Clayton Hilmert, and Joel Hektner

Bachelor of Science with University Honors, Psychology, North Dakota State University, Fargo, North Dakota, 2007, Magna Cum Laude

Professional Positions

Lecturer, T. Denny Sanford School of Social and Family Dynamics, Arizona State University, 2014-Present

Assistant Professor, Applied Developmental Psychology, George Mason University, 2013-2014

Project Manager, 4R-Success Research Project, Arizona State University, 2012-2013

Teaching Experience

Undergraduate-Level Courses

FAS370: Family Ethnic and Cultural Diversity, Arizona State University, 2015

SOC391/FAS361: Research Methods, Arizona State University, 2015

PSYC314: Adolescent Development, George Mason University, 2014

PSYC211: Developmental Psychology, George Mason University, 2014

CDE430: Infant and Toddler Development, Arizona State University, 2009 (web-based course)

FAS301: Introduction to Parenting, Arizona State University, 2009 (web-based course)

PSY250: Developmental Psychology, North Dakota State University, 2007

Graduate-Level Courses

PSYC652: Analysis of Variance, George Mason University, 2014

PSYC611: Advanced Statistics, George Mason University, 2013

Published Works

- Visconti, K. J.**, Ladd, G. W., & Kochenderfer-Ladd, B. (in press). The role of moral disengagement in the longitudinal associations between children's social goals and aggression. *Merrill-Palmer Quarterly*.
- Chaplin, T. M., **Visconti, K. J.**, Sinha, R., Molfese, P., Mayes, L. C., Susman, E., & Klein, L. C. (in press). Prenatal cocaine exposure differentially affects stress responses in girls and boys: Associations with future substance use.
- Ladd, G. W., Kochenderfer-Ladd, B., Ettekal, I., Cortes, K. I., Sechler, C. M., & **Visconti, K. J.** (2014). The 4R-SUCCESS Program: Promoting children's social and scholastic skills in dyadic classroom activities. *Group Dynamics and Organizational Consulting*, 45, 25-44.
- Visconti, K. J.**, Kochenderfer-Ladd, B., & Clifford, C. (2013). Children's attributions for peer victimization: A social comparison approach. *Journal of Applied Developmental Psychology*, 34, 277-278.
- Ladd, G. W., Kochenderfer-Ladd, B., **Visconti, K. J.**, Ettekal, I., & Sechler, C. M. (2013). Grade-school children's social collaborative skills: Links with partner preference and academic achievement. *American Educational Research Journal*, 50.
- Visconti, K. J.**, Sechler, C. M., & Kochenderfer-Ladd, B. (2013). Coping with peer victimization: The role of children's attributions. *School Psychology Quarterly*, 28, 122-140.
- Ladd, G. W., Kochenderfer-Ladd, B., **Visconti, K. J.**, & Ettekal, I. (2013). Children's classroom peer relationships and social and scholastic development: Risk factors and resources. In A. M. Ryan & G. W. Ladd (Eds.), *Peer relationships and adjustment at school*. Charlotte, NC: Information Age Publishing.
- Troop-Gordon, W., **Visconti, K. J.**, & Kuntz, K. (2011). Perceived popularity during early adolescence: Links to declining school adjustment among aggressive youth. *Journal of Early Adolescence*, 31, 125-151.
- Visconti, K. J.**, & Troop-Gordon, W. (2010). Walking away, fighting back, and getting help: Prospective relations between behavioral responses to peer victimization and socioemotional adjustment. *Journal of Applied Developmental Psychology*, 31, 261-272.

Works Submitted

- Troop-Gordon, W., Gordon, R. D., Vogel-Cierna, L., Ewing-Lee, E., & **Visconti, K. J.** (under review for invited resubmission). Visual attention to dynamic scenes of ambiguous provocation and children's aggressive behavior.

Invited Talks and Conference Presentations

- Visconti, K. J.**, Kochenderfer-Ladd, B., Ladd, G. W., & Troop-Gordon (2014). Latent transitions in early adolescents' coping with peer victimization and the role of social and emotional stress. Presentation for the Society for Research on Adolescence's Biennial Meeting, Austin, TX.
- Visconti, K. J.**, Ladd, G. W., & Kochenderfer-Ladd, B. (2013). The role of moral disengagement in the longitudinal associations between children's social goals and aggression. Presentation for the Society for Research on Child Development's Biennial Meeting. Seattle, Washington.

- Troop-Gordon, W., Vogel-Cierna, L., Gordon, R., Ewing-Lee, E., & **Visconti, K. J.** (2012). Attention to dynamic scenes of ambiguous provocation and aggression in youth: It's not just what they look at, it's when. Presentation for the Society for Research on Adolescence's Biennial Meeting, Vancouver, BC.
- Visconti, K. J.**, Sechler, C. M., & Kochenderfer-Ladd, B. J. (2011). Children's attributions for peer harassment: Differential links to coping strategy use. Presentation for the Society for Research on Child Development's Biennial Meeting, Quebec, Montreal.
- Ladd, G. W., Kochenderfer-Ladd, B. J., **Visconti, K. J.**, Ettekal, I., & Sechler, C. (2011). Children's peer competence in learning activities: Links with peer preference and achievement. Presentation for the Society for Research on Child Development's Biennial Meeting, Quebec, Montreal.
- Sechler, C. M., **Visconti, K. J.**, Ladd, G. W., & Kochenderfer-Ladd (2011). Longitudinal associations between shyness and children's school adjustment: Consequences of loneliness. Presentation for the Society for Research on Child Development's Biennial Meeting, Quebec, Montreal.
- Troop-Gordon, W., Gordon, R. D., Ewing-Lee, E., & **Visconti, K. J.** (2011). Allocation of visual attention to scenes of peer harassment: Links to aggression, victimization, and related maladjustment. Presentation for the Society for Research on Child Development's Biennial Meeting, Quebec, Montreal.
- Polasky, S. A., **Visconti, K. J.**, & Kochenderfer-Ladd, B. J. (March 2010). *An examination of potential moderators of children's effectiveness in coping with school bullying*. Presentation for the Society of Research on Adolescence's Biennial Meeting, Philadelphia, Pennsylvania.
- Visconti, K. J.** (May, 2009). *Responses to peer victimization and changes in socioemotional wellbeing*. Midwest Social Development Consortium, Lincoln, Nebraska.
- Visconti, K. J.** (October, 2008). *Children's behavioral responses to peer victimization as predictors of changes in socioemotional wellbeing*. North Dakota State University, Department of Child Development and Family Sciences Brown Bag Seminar Series.
- Troop-Gordon, W., & **Visconti, K. J.** (August, 2008). *Bullying: Myths, facts, and preventative practices*. North Dakota State University, Distance and Continuing Education Workshop: Dealing with Children Today: Discipline, Bullying, and Emotions.

Poster Presentations

- Vesely, C., Brown, E., Mahatmya, D., **Visconti, K. J.**, Garner, P., & Mann, T. (2014). *Early childhood educators' emotional labor and well-being*. Poster for the Head Start's 12th National Research Conference on Early Childhood. Washington DC.
- Visconti, K. J.**, Ettekal, I., Cortes, K. I., Sechler, C. M., Ladd, G. W., Kochenderfer-Ladd, B., & Whiteley, M. O. (2013). *Collaborative skills as a form of social competence in childhood: Longitudinal associations with school and social adjustment*. Poster for the Society for Research on Child Development's Biennial Meeting. Seattle, Washington.
- Cortes, K. I., Sechler, C. M., Ettekal, I., **Visconti, K. J.**, Kochenderfer-Ladd, B., & Whiteley, M. O. (2013). *Children's collaborative work skills: Associations with bullying and peer victimization*. Poster for the Society for Research on Child Development's Biennial Meeting. Seattle, Washington.
- Visconti, K. J.**, Ladd, G. W., & Kochenderfer-Ladd, B. (2012). *Longitudinal associations between moral disengagement and social goals in elementary school children*. Poster for the American Educational Research Association's Biennial Meeting, Vancouver, BC.
- Visconti, K. J.**, Ettekal, I., Sechler, C. M., Smith, J. A. M., & Ladd, G. W. (2011). *Pathways between peer victimization and school adjustment: Consequences of perceived social*

- competence and peer support*. Poster for the Society for Research on Child Development's Biennial Meeting, Quebec, Montreal.
- Ladd, G. W., Kochenderfer-Ladd, B. J., **Visconti, K. J.**, & Ettekal, I. (June, 2010). *The social validity of the 4RSuccess collaborative skill taxonomy*. Poster for the Institute of Educational Sciences Annual Meeting, Washington D.C.
- Visconti, K. J.**, & Troop-Gordon, W. (March, 2010). *Antisocial peer experiences and social cognitions as predictors of children's responses to peer victimization*. Poster for the Society for Research on Adolescence's Biennial Meeting, Philadelphia, Pennsylvania.
- Visconti, K. J.**, & Troop-Gordon, W. (March, 2009). *Walking away, fighting back, and getting help: Behavioral responses to peer victimization and children's socioemotional adjustment*. Poster for the Society for Research on Child Development's Biennial Meeting, Denver, Colorado.

Professional Development Courses and Workshops

Teaching Associate Development. Arizona State University, Tempe, Arizona, 2009
Researching and Writing Grants and Proposals. North Dakota State University, Fargo, North Dakota, 2009

Service

George Mason Committee Work

Department Life Committee, 2013-Present
Psychology Department Term Faculty Search Committee, 2014

Editorial Review

Ad hoc reviewer for *Journal of Early Adolescence*, *Journal of Educational Psychology*, *International Perspectives in Psychology*, *Early Education and Development*, *Journal of Applied Developmental Psychology*, *Journal of Clinical Child and Adolescent Psychology*

Reviewer – *American Association for Education Research Annual Meeting, Division E: Human Development*, 2013

Reviewer, *Arizona State University Graduate Student and Professional Association Research Grant*, 2010, 2011

Reviewer, *Arizona State University Graduate Student and Professional Association Jumpstart Dissertation Grant*, 2010, 2011

Editorial Assistant – *Merrill Palmer Quarterly*, January 2011 – May 2013

Assistant Editor – *Current Issues in Education*, Fall 2010

Student Committee Membership

*denotes Visconti was chair of the committee

Thesis Committees:

Stefanie Howell, MA, Cognitive Behavioral Neuroscience, 2014

Alec Bernstein, MA, Applied Developmental Psychology, 2014

Maximillian Shear, MA, Applied Developmental Psychology, 2014*

Undergraduate Honors Committees:

Catherine Day, Psychology Undergraduate Honors Program, 2014

Comprehensive Exam Committees:

Andrea Burchfield Mascitelli, MA, Applied Developmental Psychology, 2014

Danielle Mead, MA, Applied Developmental Psychology, 2014

Jordan Thibodeaux, MA, Applied Developmental Psychology, 2014

Professional Memberships

- Society for Research in Child Development
- Society for Research on Adolescence
- Psi Chi: National Psychology Honor Society

References available on request

ENCYCLOPEDIA ENTRIES

2015 (Forthcoming) “Pool of Eligibles” *The Encyclopedia of Family Studies* (Wiley-Blackwell)

2015 (Forthcoming) “Deinstitutionalization of Marriage” *The Encyclopedia of Family Studies* (Wiley-Blackwell)

WORKSHOPS

2012 U.S. Census Bureau, “Accessing Census Data” September 17-19, Washington, D.C.

RESEARCH & TEACHING EXPERIENCE

2014 - present Lecturer, The Sanford School of Social and Family Dynamics
– Social Statistics I
– Introductory Sociology
– Social Change

2012-2014 Teaching Associate, Department of Sociology, Arizona State University
– Epidemics in Society
– Population
– Human Development
– Social Statistics I
– Research Methods

2012-2013 Research Associate, Center for Population Dynamics, Arizona State University

2013 Tribal Indicators, US Census and ACS Data Collaborative Project

2009-2012 Research Assistant: “ARRA: Family Migration Context, Development, and Early School Outcomes” (NICHD # R21 HD058141)
Principal Investigator, Dr. Jennifer Glick

- 2009 & 2011 Instructor, University Summer Bridge Program, Arizona State University
 – Introductory Sociology, Sociology 101
- 2009-Present Instructor, ASU Online
 – Social Statistics I, Sociology 390
 – Introductory Sociology, Sociology 101
 – Sociology of Women, Sociology 464
- 2005-2007 Teaching Assistant, Department of African American and African Studies,
 Ohio State University
 – African Civilizations to 1870, AAAS 101
 – African Civilization 1870 to the Present, AAAS 102
 – African Literature, AAAS 201
 – Southern African Society and Culture, AAAS 492/792
- 2004 Substitute Teacher, Detroit Public Schools
- 2002 Supplemental Instructor/Tutor, Introduction to Linguistics, LING 201

STATISTICS & SOFTWARE EXPERIENCE

Event History Analysis
 Geographic Information Systems
 Categorical Data Analysis
 Statistical Analysis of Large Data Sets
 Applied Regression Analysis
 Data Analysis
 Political Analysis
 Elementary Statistics

SAS, SPSS, Excel (Intermediate)
 STATA, ArcGIS (Proficient)

CONFERENCE PRESENTATIONS

- 2013 Walker, Laquitta “Metropolitan Context and Racial-Ethnic Marriage Patterns
 among Young Adults”, paper presented at the Annual Meeting of the
 Population Association of America, April 10-13, New Orleans, LA.
- 2012 Walker, Laquitta “African American Marriage and Migration Patterns: The
 Importance of Context (Roundtable), presented at the 107th Annual
 Meeting of the American Sociological Association, August 16-21, Denver,
 CO.

- 2012 Walker Smith, Laquitta “The Changing Demographic (Re)Distribution of African Americans: Implications for Marriage Transitions” (Poster), presented at the Annual Meeting of the Population Association of America, May 3-5, San Francisco, CA
- 2011 Smith, Laquitta “Theorizing Black Masculinity in a Migration Context: A Critical Literature Review” (Roundtable), presented at the 106th Annual Meeting of the American Sociological Association, August 20-23, Las Vegas, NV.
- 2011 Smith, Laquitta “Mother’s Nativity and Children’s Transition into Non-Parental Childcare”, paper presented at the Annual Meeting of the Population Association of America, March 31-April 4, Washington, D.C.
- 2011 Glick, Jennifer & **Laquitta Smith** “Immigrant Families, Communities, and Child Development” paper presented at the Annual Meeting of the Population Association of America, March 31-April 4, Washington, D.C.
- 2010 Smith, Laquitta “How does Father Involvement during Infancy Affect Cognitive Outcomes during Preschool? An Exploratory Analysis” (Roundtable) presented at the 105th Annual Meeting of the American Sociological Association, August 14-17, Atlanta, GA.
- 2007 Smith, Laquitta. “Can a Brother Get a Job?: The Existence of Employment Barriers Against the Ex-Offender and the Implications for the Black Family” paper presented at the 31st Annual National Council of Black Studies Conference, March 14-17, San Diego, CA.

FELLOWSHIPS, HONORS, & AWARDS

- 2013 NCID Emerging Diversity Scholar Citation, University of Michigan
- 2012 Center for Population Dynamics Travel Grant, Arizona State University
- 2008-2012 Cowden Endowment Grant, Arizona State University
- 2011 Graduate and Professional Student Association Travel Grant, Arizona State University
- 2010-2011 School of Social and Family Dynamics Graduate Engagement Award, Arizona State University
- 2010 Graduate College Conference Travel Grant, Arizona State University

2008-2010	University Graduate Fellowship, Arizona State University
2008-2009	Graduate College Doctoral Enrichment Fellowship, Arizona State University
2002-2003	Dean's List, Eastern Michigan University
2003	Departmental Recognition, African American Studies, Eastern Michigan University

SERVICE

2009- 2013	Graduate Mentor, S.H.A.D.E.S. Multicultural Mentoring Program Arizona State University
2010-2011	Graduate Student Representative, Department of Sociology Arizona State University
2008-2010	Secretary, Sociology Graduate Students (SGS) Arizona State University
2008-2009	Secretary, State of Black Arizona Advisory Council
2009	Volunteer, Arizona State University Commencement
2008	Volunteer, Black Graduate Student Association, WE Care, YOU Care
2005-2007	Co-founder/Treasurer, Voices of the Black Academy, Ohio State University
2006	Panelist, Office of International Affairs, "Study Abroad: Opportunities That Will Change You, International Education Week Ohio State University

PROFESSIONAL AFFILIATION & ACTIVITIES

2009-Present	Student Affiliate, Center for Population Dynamics Arizona State University
2011-Present	Member, Population Association of America
2010- Present	Member, American Sociological Association <ul style="list-style-type: none"> - Racial and Ethnic Minorities - International Migration - Family

– Sociology of Population

- 2009-2010 Participant, Preparing Future Faculty
Arizona State University
- 2008-2009 Participant, Graduate College Diversity Across the Curriculum Series
Arizona State University
- 2007 Member, Phi Kappa Phi, National Honors Society, Chapter 155
Ohio State University
- 2003 Member, Pi Sigma Alpha, National Political Science Honors Fraternity, Zeta
Tau Chapter
Eastern Michigan University

STUDY ABROAD

- 2006 Participant, Study Abroad: Southern African Society and Culture (Botswana,
Zambia, Zimbabwe, South African)
Ohio State University

REFERENCES

Dr. Jennifer Glick, Professor
The Sanford School of Social and Family Dynamics
Arizona State University
Box 873701
Tempe, AZ 85287-3701
Jennifer.glick@asu.edu

Dr. Scott Yabiku, Associate Professor
The Sanford School of Social and Family Dynamics
Arizona State University
Box 873701
Tempe, AZ 85287-3701
Scott.yabiku@asu.edu

Dr. Eileen Diaz-McConnell, Associate Professor
School of Transborder Studies
Arizona State University
Box 876303
Tempe, AZ 85287-3502
eemcconn@asu.edu

Carrie G. Watson, MC, NCC

Arizona State University

Denny T. Sanford School of Social & Family Dynamics

PO Box 873701, Tempe, AZ 85287-3701

E-mail: carrie.watson@asu.edu

EDUCATION

Anticipated Graduation 2016

D.B.H., *Arizona State University*

Major: **Behavioral Health – Management Track**

December 2008

M.C., *Arizona State University*

Major: **Counseling**

Concentration: **Community and School**

May 2006

B.S., *Arizona State University*

Major: **Family and Human Development**

INSTRUCTIONAL ACTIVITY

Course Instruction

SOC 312

Adolescent Development, *Arizona State University*

FAS 301

Introduction to Parenting, *Arizona State University*

FAS 101

Personal Growth in Human Relationships, *Arizona State University*

SOC 418

Aging and the Life Course, *Arizona State University*

FAS 332

Human Sexuality, *Arizona State University*

FAS 331

Family & Marriage Relationships, *Arizona State University*

SOC 334

Technology and Society, *Arizona State University*

UNI 194

Career and Major Exploration, *Arizona State University*

Teaching Assistant

FAS 331

Family & Marriage Relationships, *Arizona State University*

FAS 332

Human Sexuality, *Arizona State University*;

Implemented Student Review Sessions prior to Exams

FAS 361

Methods, *Arizona State University*; **Online and In-Person Courses**

FAS 370

Family Ethnic & Cultural Diversity, *Arizona State University*

FAS 431

Parent-Adolescent Relationships, *Arizona State University*

Invited Instruction

Fall 2006

FAS 331: Family & Marriage Relationships, *Arizona State University*

Topic: **Parenting**

PROFESSIONAL EXPERIENCE

October 2011 - Current

Lecturer

Denny T. Sanford School of Social and Family Dynamics, Arizona State University, Tempe, Arizona

Designed, planned and implement curriculum and lectures for family studies and child development courses

January 2011 - May 2011

Guidance Counselor

Stapley Junior High, Mesa, Arizona

Designed, planned and implemented curriculum for guidance lessons surrounding the Education, Career and Action Plan

June 2010 - January 2011

Expressive Art Therapist

Art Awakenings, Phoenix, Arizona

Plans group curriculums and implements curriculum with students ages 7-17

August 2009 – June 2010

School-Based Therapist

Southwest Behavioral Health, Phoenix, AZ

Worked with individual students, families and teachers integrating developmental knowledge with behavioral goals and therapeutic interventions

January 2009 – July 2009

Online Guidance Counselor/Curriculum Designer

Pinnacle Education, Chandler, Arizona

Worked with students in an online environment to assist them with academic, personal/social and career goals. Designed, planned and implemented curriculum for online course surrounding the Education, Career and Action Plan

July 2008 – December 2008

Counseling Intern

Catholic Charities, Tempe, Arizona

January 2008 – May 2008

Counseling Intern

Mesa Public Schools, Mesa, Arizona

RESEARCH

Summer 2005

Research Assistant

FLARES: Following Latino Adolescents' Resilience in Educational Settings

This four -year longitudinal study of 327 Latino adolescents was designed to examine various normative developmental processes such as ethnic identity development, academic success, and parent-child relationships.

COMPUTER SKILLS

Online Course Tools

Blackboard, Adobe Presenter, Powerpoint, Learning Studio, Camtasia, Knovio, Publisher, Prezi, Turn It In, ExamGuard

Statistical Software

Proficient with SPSS

LICENSES

National Counselor Certification

Vita

Name: Barbara E. Weigand, MSW, IMH-E® (IV)
Home address: 8390 S Mill Ave, Tempe, AZ. 85284
Office address: T. Denny Sanford School of Social and Family Dynamics
Arizona State University
Tempe, Arizona 85287-3701
Telephone: (Home) (480) 491-8187
(Office) (480) 727-9062
Email: Barbara.Weigand@asu.edu

Education:

BA, Luther College, Decorah Iowa 1964
University of Minnesota, completed 30 graduate credits in child development 1983-87
MSW, Arizona State University 1993

Professional Experience:

2008- Director, Master of Advanced Studies in Infant-Family Practice
T Denny Sanford School of Social and Family Dynamics
Arizona State University, Tempe, AZ

1999-2008 Director, Early Intervention Training Program and Clinical Instructor,
T. Denny Sanford School of Social and Family Dynamics, Arizona State University, Tempe, AZ

2003-2007 Clinical Faculty, Harris Infant and Early Childhood Mental Health
Training Program, Arizona State University and Southwest Human Development, Phoenix, AZ

1996-1999 Social Worker, Osborn School District, Phoenix, AZ

1997 Consultant/Trainer, Behavioral Health Solutions, Glendale, AZ

1993 – 1996 Counselor, Family Service Agency, Phoenix, AZ.

1994-1996 Consultant/Instructor, Department of Family Resources and Human Development,
Arizona State University, Tempe, AZ.

1992 - 1993 Intern, The Clinic, Tempe, AZ.

1991 - 1992 Intern, The Salvation Army, Phoenix, AZ.

1989 – 1990 Coordinator/Therapist, Preschool Mental Health Program, Children's Medical
Center, Minneapolis, MN.

1989 Teacher/Therapist, Preschool Mental Health Program, Children's Medical Center, Minneapolis, MN.

1987 – 1988 Teacher, Pre-Primary, St. Luke's School, St. Paul, MN.

1984 - 1987 Head-Teacher/Graduate Instructor, Shirley G. Moore Laboratory Nursery School, Institute of Child Development, University of Minnesota.

Summer, 1986 Practicum Instructor, Child Care Licensor Project, Early Childhood Studies Program, University of Minnesota.

1981 – 1984 Director, Peppermint Fence Nursery School, Wayzata, MN.

1979 – 1981 Head Teacher, Hopkins Nursery School, Hopkins, MN.

1974 – 1975 Remedial Reading Teacher, Holy Trinity School, Protivin, IA.

Summer, 1966 Lead Teacher, Head Start Program, Howard County, IA.

1965 - 1966 Head Teacher, Cresco Nursery School, Cresco, IA.

Summer, 1965 Head Teacher, Head Start Program, Old Town Community Center, Chicago, Illinois

1964 – 1965 Teacher, Grade 3, Elk Grove Village Schools, Elk Grove, IL.

Professional Memberships:

World Association for Infant Mental Health
Infant-Toddler Mental Health Coalition of Arizona

Infant-Mental Health Mentor, Michigan Association for Infant Mental Health and Infant – Toddler Mental Health Coalition of Arizona

Professional Endorsement:

Infant Mental Health Mentor, Michigan Association for Infant Mental Health and Infant Toddler Mental Health Coalition of Arizona

Professional Service:

Infant-Toddler Mental Health Coalition of Arizona: Board of Directors 2003-2009

Maricopa County Child Welfare Cradle to Crayons Program: Steering Committee 2013-present

Publications:

Weatherston, D., Weigand, R. F., & Weigand, B. (2010) Reflective Supervision: Supporting Reflection as a Cornerstone for Competency. *Zero to Three*, 31 (2), 22-30.

Wightman, B., Whitaker, K., Traylor, D., Yeider, S., Hyden, V. C., & Weigand, B. E. (2007). Reflective practice and supervision in child abuse prevention. *Zero to Three*, 28(2), 29-33.

University Courses Taught:

Assessment for Infant Family Practice

Observation and Reflection Seminar

Infant Mental Health for Infant Family Practice

Advanced Observation and Reflection Seminar

Infant Mental Health and Early Intervention

Risk and Variation in Child Development

Infant/Family Assessment and Observation

Child Development

Advanced Topics in Child Development

Human Development in the Social Environment

School Social Work

Internship

Presentations:

Weigand, R. F. & Weigand, B. E. (2014) Implementing developmentally appropriate visitation for very young children in foster care. Paper presented at the annual meeting of the Infant-Toddler Mental Health Coalition of Arizona, Chandler, AZ.

Weigand, R. F. & Weigand, B. E. (2012) Attachment Theory: A key to understanding children in the child welfare system. Maricopa County Superior Court. Phoenix, AZ.

Weigand, B. W. & Weigand, R. F. (2012) Trauma: The developmental consequences of toxic stress in infancy and early childhood. Paper presented to the Infant Toddler Mental Health Coalition of Arizona, Sierra Vista, AZ

Weigand, R. F. & Weigand, B. E. (2012) Infant mental health for home visitors, Paper presented at the Home Visitors Conference, Phoenix, AZ.

Weigand, B. E. (2011) Case studies in infant mental health, Infant Toddler Mental Health Coalition, Tempe, AZ.

Weigand, R.F. & Weigand, B.E., (2009). When young children need additional professional help: What to Look For and what to Do. Paper presented at the Arizona State University CDL Early Childhood Conference, Tempe, AZ.

Weigand, R.F. & Weigand, B.E., (2009). Best practice for infants and toddlers in the court system. Invited keynote address presented at the First Annual Meeting of the Irish Association of Infant Mental Health, Mallow, Ireland.

Weigand, R.F. & Weigand, B.E., (2009). Endorsement for Culturally Sensitive, Relationship Focused Practice Promoting Infant Mental Health: Arizona's Early Experience. Invited paper presented at the First Annual Meeting of the Irish Association of Infant Mental Health, Mallow, Ireland

Weigand, R.F. & Weigand, B. E. (2006). Implications of Attachment Theory for Child Abuse Prevention . Paper presented at the Annual Child Abuse Prevention Conference, Mesa, AZ

Weigand, B. (1998). How do I say it? Solution focused approaches to helping families with difficult children. Paper presented at the Developing Child Conference, Arizona State University, Tempe, AZ.

Weigand, B. (1997). From problems to solutions: Using a strengths based model for more effective parent conferences. Paper presented at the Developing Child Conference, Arizona State University, Tempe, AZ.

Weigand, B. & Weigand, R.F. (1995). Helping children with aggressive behavior. Paper presented at the meetings of the Valley of the Sun Association for the Education of Young Children, Phoenix, AZ.

Weigand, R.F. & Weigand, B. (1994). The role of mental health professionals in the child care Crisis. Paper presented at the meeting of the American Orthopsychiatric Association, Washington, DC.

Weigand, R. F. & Weigand, B. (1994). Providing a Secure Base: implications of attachment theory for establishing therapeutic relationships with young children. Paper presented at the meetings of the American Orthopsychiatric Association, Washington, DC.

Weigand, R. F. & Weigand, B. (1987). Showdowns, shoot-outs, and tantrums: helping children deal with strong negative emotions. Paper presented at the meetings of the National Association for the Education of Young Children, Washington, DC.

Weigand, B. (1987). Children and number. Paper presented at the meetings of the Minnesota Association for the Education of Young Children, Bloomington, MN.

Weigand, R.F. & Weigand, B. (1986). Helping children deal with strong negative emotions. Paper presented at the meetings of the National Association for the Education of Young Children, New Orleans, LA.

VITA

Name: Robert F. Weigand
Home Address: 8390 So. Mill Avenue, Tempe, Arizona 85284
Office Address: School of Social and Family Dynamics
Arizona State University
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Telephone: (Home) (480) 491-8187
(Office) (480) 965-4442
Email: Robert.Weigand@asu.edu

Education: B.S., cum laude, Psychology, University of Scranton, 1974
M.S., Child Development and Family Studies, Purdue University, August
1976 (Major Fields: child development, early childhood education)

Work Experience:

2012- Director, Child Development Laboratory and Cowden Distinguished Principal Lecturer in Family and Human Development. T. Denny Sanford School of Social and Family Dynamics, Arizona State University.

2002- 2012 Director, Child Development Laboratory and Cowden Distinguished Senior Lecturer in Family and Human Development. School of Social and Family Dynamics, Arizona State University.

2002-2007 Co-Director, Harris Infant and Early Childhood Mental Health Training Institute. Department of Family and Human Development, Arizona State University and Southwest Human Development.

1990- 2002 Director, Child Laboratory Programs. College of Liberal Arts and Sciences, Arizona State University.

2000- 2002 Child Development Training Coordinator for Maricopa County and Northern Arizona, Arizona Early Intervention Programs (AzEIP) Standards of Practice Training.

1995-2000 Child Development Consultant, Morrison Institute for Public Policy, Arizona State University.

1982-1990 Early Education Specialist/Lecturer, Institute of Child Development, University of Minnesota.

1987-88 Coordinator/Counselor, University of Minnesota Summer Camp. The camp was part of the Mother-Infant Project, a longitudinal research project under the direction of L. Alan Sroufe. Responsibilities included coordinating daily camp activities for 10-12 year-old children and supervising a staff of six

graduate students.

1977-82 Instructor/Head Teacher, Department of Child Development and Family Studies, Purdue University.

1979-81 Parent Education Coordinator, Purdue Child Development Laboratories.

Professional Memberships

International Society on Early Intervention
Infant-Toddler Mental Health Coalition of Arizona
World Association for Infant Mental Health

Professional Endorsement

Infant-Mental Health Mentor, Michigan Association for Infant Mental Health and Infant – Toddler Mental Health Coalition of Arizona

University Courses Taught

Child Development for Infant-Family Practice
Cultural Competence for Infant-Family Practice
Applied Research Methods for Infant-Family Practice
Infant Mental Health and Early Intervention
Child Development for Early Intervention
Advanced Topics in Early Childhood Intervention
Early Childhood Intervention
Introduction to Directed Child Study
Directed Child Study
Early Childhood Leadership Training Seminar
Theory and Practice in Child Development
Child Development Practicum
Child Development and Family Studies Internship Seminar
Preschool Development and Interaction
Introduction to Child Development
Play in Early Childhood Education
Curriculum and Guidance in Early Childhood Education
Child Development Associate Credential Training Program
Emotion in Attitude Development
Cognitive and Creative Development in Early Childhood
Practicum in Early Childhood Education
Student Teaching Seminar

Professional Service

Infant-Toddler Mental Health Coalition of Arizona: Institute Planning Committee, 2014- .

Infant-Toddler Mental Health Coalition of Arizona Endorsement Committee. Member, 2008- .

Infant-Toddler Mental Health Coalition of Arizona: Board of Directors 2003-2009. Chair, 2006-2007; Co-chair, Institute on Infant-Toddler Mental Health 2007 & 2008.

ZERO TO THREE, National Center for Infants, Toddlers & Families: Expert Reviewer and contributing writer, *From Baby to Big Kid: How Your Child Grows from ZERO TO THREE*. 2008

ZERO TO THREE, National Center for Infants, Toddlers & Families: Consultant for Parenting Resources, 2008.

Infant-Toddler Mental Health Coalition of Arizona: Co-leader, Emergent Mentors Training Program, 2008- .

ZERO TO THREE, National Center for Infants, Toddlers & Families: Consultant for *Caring for Infants & Toddlers in Groups: Developmentally Appropriate Practice, Second Edition*, 2008.

Prevent Child Abuse Arizona: Training Consultant for *Best for Babies: Infants and Toddlers in Foster Care*, 2008-

Conference Papers/Presentations & Publications

Weigand, R.F. & Weigand, B.E. (September,2014). Implementing developmentally appropriate visitation for very young children in foster care. Paper presented at the annual meeting of the Infant-Toddler Mental Health Coalition of Arizona, Chandler, AZ.

Weigand, R. F. (2012). Reflective supervision in child care: discoveries of an accidental tourist. *Perspectives in Infant Mental Health* 20(3-4), 16-21.

Weigand, R.F. (2011). Ghosts in the Nursery revisited. Paper presented at the annual meeting of the Infant-Toddler Mental Health Coalition of Arizona, Chandler, AZ

Weigand, R.F. (2011). Ghostbusting in the nursery: from metaphor to orthodoxy in infant mental health. Keynote address presented at the 2011 Biennial Conference of the Michigan Association for Infant Mental Health, Ann Arbor, MI.

Mayse, S., Slade, A., Tortora, S., & Weigand, R. (2011). Opening windows on reflective functioning. Plenary case presentation panel presented at the 2011 Biennial Conference of the Michigan Association for Infant Mental Health, Ann Arbor, MI.

Weatherston, D., Weigand, R.F. & Weigand, B.E. (2010). Reflective supervision: supporting reflection as a cornerstone for competency. *Zero To Three*, 31(2), 22-30.

Weigand, R.F. (2009). The Importance of the Adult-child Relationship in the

- Development of Self-regulation of Infants and Toddlers. Paper presented at the Arizona State University CDL Early Childhood Conference, Tempe, AZ.
- Weigand, R.F. & Weigand, B.E., (2009). When young children need additional professional help: What to Look For and what to Do. Paper presented at the Arizona State University CDL Early Childhood Conference, Tempe, AZ.
- Weigand, R.F. & Weigand, B.E., (2009). Best practice for infants and toddlers in the court system. Invited keynote address presented at the First Annual Meeting of the Irish Association of Infant Mental Health, Mallow, Ireland.
- Weigand, R.F. & Weigand, B.E., (2009). Endorsement for Culturally Sensitive, Relationship Focused Practice Promoting Infant Mental Health: Arizona's Early Experience. Invited paper presented at the First Annual Meeting of the Irish Association of Infant Mental Health, Mallow, Ireland.
- Weigand, R.F. (2008). What is infant mental health? Paper presented at the Annual Meeting of the National Coalition of Campus Child Care, Phoenix, AZ.
- Weigand, R.F. (2008). FAQ's and facts of early brain development. Paper presented at the Infant-toddler Mental Health Coalition of Arizona 13th Institute on Infant-Toddler Mental Health, Phoenix, AZ.
- Weigand, R. F. (2007). Reflective supervision in child care: discoveries of an accidental tourist. *Zero To Three*, 28, 17-22.
- Weigand, R. F. & Wetherston, D. (Eds.). (2007). *Reflective Supervision: What is it and why do it?* *Zero To Three*, 28(2).
- Weigand, R.F. & Weigand, B. E. (2006). Implications of Attachment Theory for Child Abuse Prevention . Paper presented at the Annual Child Abuse Prevention Conference, Mesa, AZ
- Weigand, R.F. & Norman-Murch, T. (2004). Supervision as a vehicle for supporting staff development: We all believe in it, but how can we do it effectively? Paper presented at the Zero to Three Nineteenth National Training Institute, Sacramento, CA.
- Chiamonte, T., Weigand, R.F., & Whitney, M. (2004). Alike and different: The Child Development Laboratory school experience at two and four year colleges. Paper presented at the National Association for the Education of Young Children Annual Conference, Anaheim, CA.
- Weigand, R.F. & Norman-Murch, T. (2003). Supervision as a vehicle for supporting staff development: We all believe in it, but how can we do it effectively? Paper presented at the Zero to Three Eighteenth National Training Institute, New Orleans, LA.
- Weigand, R.F. (2002). What is infant mental health? *Connections*. 2,1, 7-9.
- Weigand, R.F. & Norman-Murch, T. (2001). Making the connection: Tying in-service training in child development to infant-family practice. Paper presented at the Zero to Three Sixteenth National Training Institute, Washington, DC.
- Weigand, R. F. & Sandler, L. (2000). Using program evaluation as a tool for improving services to teen parent families: lessons learned from and Early Head Start program. Paper presented at the Zero to Three Fifteenth National Training

- Institute, Washington, DC.
- Sandler, L. & Weigand, R. F. (2000). Continuous improvement evaluation in Phoenix Early Head Start: lessons for staff development. Paper presented at Head Start's Fifth National Research Conference, Washington, DC.
- Zuzich, M., Johnson, J., Johnson, Z. M. & Weigand, R.F. (1997) A model of community collaboration. Paper presented at the Annual Meeting of the National Association for the Education of Young Children, Anaheim.
- Weigand, R.F., Jobe, M., & Munoz, M. (1996). Dealing with guns and superheroes in early childhood programs: a developmental approach. Paper presented at the Annual Meeting of the National Association for the Education of Young Children, Dallas.
- Weigand, R. F. & Weigand, B. E. (1994). The role of mental health professionals in The child care crisis. Paper presented at the meetings of the Orthopsychiatric Association, Washington, DC.
- Weigand, R. F. & Weigand, B. E. (1994). Implications of attachment theory for establishing therapeutic relationships with young children. Paper presented at the meetings of the Orthopsychiatric Association, Washington, DC.
- Weigand, R. F. (1991). Providing a secure base: the teacher-child relationship and quality Childcare." Paper presented at the annual meetings of the National Association for the Education of Young Children, Denver, CO.
- Weigand, R. F. & Gordon, C. (1989). Comparing models programs. Paper presented at the meetings of the Midwest Association for the Education of Young Children, Minneapolis, MN.
- Weigand, R. F. (1989). Showdowns, shootouts and tantrums: Opportunities to help children develop social competence. Paper presented at the meetings of the National Association for the Education of Young Children, Atlanta, GA.
- Weigand, R. F. & Sime, B. E. (1988) Showdowns, shootouts, and tantrums: Opportunities to help children develop prosocial skills and attitudes. Paper presented at the annual meetings of the National Association for the Education of Young Children, Washington, D.C.
- Weigand, R. F. (1986) Helping toddlers develop prosocial skills and attitudes. Paper presented at the annual meetings of the Minnesota Association for the Education of Young Children, Minneapolis, MN.
- Weigand, R. F. & Stremmel, A.(1985). Helping children develop prosocial skills and attitudes. Paper at the annual meetings of the National Association for the Education of Young Children, New Orleans, LA.
- Weigand, R. F., McCloone, A., Iverson, V., & McCarty, P. (1984). Dealing with superheroes in the preschool classroom. Paper presented at the annual meetings of the Midwest Association for the Education of Young Children, Cincinnati, OH.
- Weigand, R. F. (1982). Helping children deal with strong negative emotions. Paper presented at the annual meetings of the National Association for the Education of Young Children, Washington, DC.
- Weigand, R. F. (1982). Communication skills for teachers and parents of young children. Paper presented at the annual meetings of the Minnesota Association for the Education of Young Children, Minneapolis, MN.
- Weigand, R. F. (1982). The student teaching rite of passage: Helping student

- teachers become teaching professionals. Paper presented at the annual meetings of the Midwest Association for the Education of Young Children, Indianapolis, IN.
- Weigand, R. F. & Stremmel, A. (1982) Facilitating prosocial behavior in preschool children: The teacher's role. Paper presented at the annual meetings of the Midwest Association for the Education of Young Children, Indianapolis, IN.
- Weigand, R. F. (1981). Guidelines for classroom arrangement: Making the most of space and equipment. Paper presented at the annual meetings of the Purdue Preschool Administrators Conference, West Lafayette, IN.
- Weigand, R. F., Goodwin, L., & Turbert, M. (1981). Curriculum planning based on individual developmental needs. Paper presented at the annual meetings of the Midwest Association for the Education of Young Children, Rochester, MN.
- Weigand, R. F. (1979) Enhancing prosocial skills in the preschool classroom. Paper presented at the annual meetings of the Indiana Association for the Education of Young Children, Indianapolis, IN.

Lisa Grey Whitaker

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COURSES TAUGHT

- Introductory Sociology
- Social Problems
- Sociology of Work; Work and the Workplace
- Social Change
- History of Social Thought
- Online Teaching Practicum (Graduate Workshop)
- Sociology of Crime
- Sociology of Law
- Social Psychology (in Spanish/Mexico)
- English as a Second Language (in Spanish/Mexico)

EXPERIENCE

School of Social and Family Dynamics, Arizona State University
Faculty Associate → Instructor → Lecturer

2001 - present

Teaching Activities:

- Prepare and teach in-person and online SOC courses at all undergraduate levels
- Develop students' critical-thinking skills via their written analyses of course materials and discussion of same with classmates through online Discussion Forums
- Hone students' writing skills via numerous written assignments with detailed feedback on grammar, punctuation, sentence structure, etc.
- In SOC/FAS 324, teach students how to market themselves effectively when seeking their first professional job after college by teaching them resume-building, interviewing, salary negotiation, etc. skills
- Developed and co-teach graduate seminar, "Online Teaching Practicum"

Mentoring Activities:

- Mentor Barrett Honors college students completing special projects for honors credit in my courses (Fall 2013 – present)
- Act as faculty mentor/supervisor of 15-20 undergraduates *per semester* who work as TAs in Blackboard and Learning Studio courses, via the Sanford School's SOC/FAS 499 course (2008 – present)
- Provided training to online teaching faculty on how to recruit, train and then oversee the work of undergraduates who act as TAs in Sanford School courses (Spring 2012)
- Trained online-teaching faculty how to recruit, select, instruct, oversee and grade the work of undergraduate students who act as TAs in their online courses (Spring 2011)
- Advise faculty campus-wide on composition of syllabi for online courses (2010-present)
- Trained all new SSFD Online Lecturers to teach in Learning Studio (December 2010 – 2012) for ASU Online courses
- Trained new SSFD "graders" to work as TAs in Learning Studio courses (December 2010 – 2012)
- Created How-To manual, "Learning Studio Basics," to facilitate new instructors' grasp of the Learning Studio platform, Fall 2010

Service Activities:

- Member, First Year Forward Initiative/Philosophy Committee (CLAS initiative, 2014 - present)
- Member, Dialogue Project Committee (CLAS initiative, 2014 - present)
- Presiding Officer, CLAS Senate (Fall 2013 – Spring 2014)
- Member, University Senate (Fall 2012 – present)
- Co-Founder and co-faculty sponsor of student organization, Sanford Social Impact Club (Fall 2013 – present)
- Member, University Services and Facilities Committee (Fall 2012 – present)
- Chair/Member, CLAS Student Affairs and Grievances Committee (Fall 2010 – Spring 2013)
- Member, Provost's Committee on Excellence in Online Teaching and Learning (2011 – 2013)
- Member, Ad Hoc Committee on Promotion of Sanford School Lecturers (Fall 2011)
- Chair, 2011 Online Lecturer Search Committee (Summer 2011)
- Member, SSFD Personnel Committee (Fall 2010 – present)
- Member, Online Lecturer Search Committee (Fall 2010)
- Member, Instructor Search Committee (Spring 2010)
- Participation in CLAS out-of-state Freshmen Recruitment event (February 2009)
- Member, Undergraduate Committee (2008-2009)
- Faculty Sponsor, Alpha Kappa Delta (2008 – present)
- For CLAS, created and taught Learning Community seminar, "Overcoming Differences: Stereotypes, Stigma and Sameness;" promoting respect for, appreciation of diversity. (Fall 2008)

Workshops Attended:

- Diversity and Recruitment, presented by ASU Human Resources (October 2010)
- Overview of Learning Studio, presented by ASU Online Programs (November 2010)

Publications:

- *Getting Started in Sociology* (a reader for SOC 101 students), fourth edition 2010
- *Social Problems* (a reader for SOC 241 students), 2009

Recognition:

- Nominated for CLAS Outstanding Lecturer award (annually, 2008 – 2012)
- Most Inspirational Faculty Member Award from Intercollegiate Athletics (2008-2010)
- Nominated for Centennial Professorship award (2008)
- Certificates/Letters of appreciation from Career Services, Barrett Honors College for work with their students (2006-7).
- Nominated by students to participate in "Last Lecture Series" (2006)
- Office of Student Affairs award for being "...a leader, mentor, and a person who has contributed in a significant way to the success of ASU students..." (2004)

Departments of Social and Behavioral Sciences, Chandler-Gilbert and Mesa Community Colleges

Adjunct faculty

6/2000 - 12/2002

Taught Introductory Sociology to classes of 20-40 students

Universidad Internacional; Cuernavaca, Mexico

6/1999 - 6/2000

Adjunct faculty

Taught (in Spanish) Sociology, Social Psychology and ESL courses; received award for recognition by students as being one of the three best instructors on campus

COMMUNITY INVOLVEMENT

<i>Chandler Regional Medical Center, Chandler, AZ</i> Volunteer one morning per week in "Surgery Waiting" area; Provide information to family members re: what is going on with patients/loved ones during pre-op and post-op phases	2013 – 2014
<i>College of Liberal Arts and Sciences, ASU</i> Thanksgiving Food Basket preparation – collected sufficient donations to complete baskets for three families	2011 – 2012
<i>United Food Bank</i> Donate canned, etc. foods semi-annually	2010 – 2012
<i>Habitat for Humanity</i> Participate in HFH "Build Days;" building houses for families	2007 – 2010
<i>National Alliance for the Mentally Ill (NAMI)</i> Participate in fundraising activities	2001 - 2012
<i>Arizona State Hospital</i> Member, ASH Advisory Board; representing Maricopa County Superior Court; helped create and implement policies to improve quality of patient care	1985 - 1986
<i>Arizona State Hospital, Adult Education Division</i> Taught basic survival skills to "dual-diagnosis" (psychotic + IQs in 35-50 range) patients	1971 - 1973

ACADEMIC TRAINING

PHD Sociology, Stanford University, Stanford, California	1979
MA Sociology, Stanford University, Stanford, California	1975
BA Sociology, Arizona State University, Tempe, Arizona	1974

Rebecca M. B. White, PhD, MPH

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480.965-6779 (fax)

ACADEMIC DEGREES

PhD	Arizona State University	Family & Human Development	2008
MPH	University of Arizona	Community Health	2003
BS	Old Dominion University	Human Services Counseling	2000
AAS	New River Community College	General Studies	2000

POSITIONS

Co-Director, Latino Resilience Enterprise, T. Denny Sanford School of Social and Family Dynamics, College of Liberal Arts & Sciences, Arizona State University, Tempe	2013 –
Assistant Professor, T. Denny Sanford School of Social and Family Dynamics, College of Liberal Arts & Sciences, Arizona State University, Tempe	2010 –
Assistant Professor, School of Health Management and Policy, W. P. Carey School of Business, Arizona State University, Tempe	2008 – 2010

RESEARCH

PUBLICATIONS¹

ARTICLES IN REFEREED JOURNALS

- White, R. M. B., Zeiders, K. H., Knight, G. P., Roosa, M. W., & Tein, J. Y.** (2014). Mexican origin youths' trajectories of perceived peer discrimination from middle childhood to adolescence: Variation by neighborhood ethnic concentration. *Journal of Youth and Adolescence, 43*, 1700 – 1714. doi: 10.1007/s10964-014-0098-7
- White, R. M. B., Deardorff, J., Liu, Y., & Gonzales, N. A.** (2013). Contextual amplification or attenuation of pubertal timing effects on mental health symptoms among Mexican American boys. *Journal of Adolescent Health, 53*, 692 – 698. doi:10.1016/j.jadohealth.2013.07.007
- Nair, R. L., White, R. M. B., Roosa, M. W., & Zeiders, K. H.,* (2013). Cultural stressors and mental health symptomatology among Mexican Americans: Examining the impact of family and neighborhood contexts. *Journal of Youth and Adolescence, 42*, 1611-1623. doi:10.1007/s10964-012-9834-z
- Deardorff, J., Heining, C., Gonzales, N. A., White, R. M. B., Wong, J., & Roosa, M. W.* (2013). Pubertal timing and Mexican American girls' internalizing and externalizing symptoms: The influence of harsh parenting. *Developmental Psychology, 49*, 1790-1804. doi:10.1037/a0031016

¹Student/post doc names are in italics. The first author is the leader and has done the major work on the project. Remaining authors are listed in order of descending contribution.

- White, R. M. B., Zeiders, K. H., Gonzales, N. A., Tein, J., & Roosa, M. W.** (2013). Cultural values, U.S. neighborhood danger, and Mexican American parents' parenting. *Journal of Family Psychology, 27*, 265 – 275. doi:10.1037/a0032888
- White, R. M. B., Roosa, M. W., & Zeiders, K. H.** (2012). Neighborhood and family intersections: Prospective implications for Mexican American adolescents' mental health. *Journal of Family Psychology, 26*, 793 – 804. doi:10.1037/a0029426
- White, R. M. B., Deardorff, J., & Gonzales, N. A.** (2012). Contextual amplification or attenuation of pubertal timing effects on depressive symptoms among Mexican American girls. *Journal of Adolescent Health, 50*, 565 – 571. doi:10.1016/j.jadohealth.2011.10.006
- White, R. M. B., & Roosa, M. W.** (2012). Neighborhood contexts, fathers, and Mexican American young adolescents' internalizing symptoms. *Journal of Marriage and Family, 74*, 152 – 166. doi:10.1111/j.1741-3737.2011.00878.x
- Umaña-Taylor, A. J., Updegraff, K. A., **White, R. M. B., Herzog, M., Pflieger, J., & Madden-Derdich, D.** (2011). Developing and testing a measure of social support for Mexican-origin pregnant adolescents and their mother figures. *Hispanic Journal of Behavioral Sciences, 33*, 377 – 397. doi:10.1177/0739986311412930
- Gonzales, N., Roosa, M. W., **Coxe, S., White, R. M. B., Knight, G. P., Saenz, D., & Zeiders, K. H.** (2011). Economic hardship, neighborhood context, and parenting: Prospective effects on Mexican American adolescent's mental health. *American Journal of Community Psychology, 47*, 98 – 113. doi:10.1007/s10464-010-9366-1
- White, R. M. B., Umaña-Taylor, A. J., Knight, G. P., & Zeiders, K. H.** (2011). Language measurement equivalence of the Ethnic Identity Scale with Mexican American early adolescents. *Journal of Early Adolescence, 31*, 817 – 852. doi:10.1177/0272431610376246
- Roosa, M. W., **White, R. M. B., Zeiders, K., & Tein, J.** (2009) An examination of the role of perceptions in neighborhood research. *Journal of Community Psychology, 37*, 327 – 341. doi: 10.1002/jcop.20298
- White, R. M. B., Roosa, M. W., Weaver, S. R., & Nair, R. L.** (2009). Cultural and contextual influences on parenting in Mexican American families. *Journal of Marriage and Family, 71*, 61 – 79. doi:10.1111/j.1741-3737.2008.00580.x
- Roosa, M. W., **Weaver, S. R., White, R. M. B., Tein, J., Knight, G. P., Gonzales, N., et al.** (2009). Family and neighborhood fit or misfit and the adaptation of Mexican Americans. *American Journal of Community Psychology, 44*, 15 – 27. doi:10.1007/s10464-009-9246-8
- Nair, R. L., White, R. M. B., Roosa, M. W., & Knight, G. P.** (2009). Cross-language measurement equivalence of parenting measures for use with Mexican American populations. *Journal of Family Psychology, 23*, 680 – 689. doi:10.1037/a0016142

EDITED BOOK CHAPTERS

- White, R. M. B., Knight, G. P., & Burlison, E.** (under review). Commentary: Future prospects for studying ethnic minority youth in rural settings. In L. J. Crockett & G. Carlo (Eds.), *Rural Ethnic Minority Youth and Families in the United States: Theory, Research, and Applications*, Springer.
- White, R. M. B., Knight, G. P., & Roosa, M. W.** (2014). Using culturally informed theory to study Mexican American children and families. In Y. M. Caldera & E. Lindsey (Eds.), *Mexican American Children and Families: Multidisciplinary Perspectives*, Routledge.
- Baldwin, M. B., & **White, R. M. B.** (2010). Workplace accommodations that work for persons with mental illness. In K. Williams-Whitt & D. G. Taras (Eds.), *Perspectives on Disability and Accommodation*, National Institute of Disability Management and Research, Victoria, BC.

INVITED ENCYCLOPEDIA ENTRIES

Roosa, M. W., & **White, R. M. B.** (2014). Neighborhood Effects. In A. C. Michalos (Ed.), *Encyclopedia of Quality of Life and Well-Being Research*, 4328 – 4331. Springer, Dordrecht, Netherlands. doi: 10.1007/978-94-007-0753-5

MANUSCRIPTS UNDER REVIEW/REVISIONS AT REFEREED JOURNALS

White, R. M. B., Liu, Y., Gonzales, N. A., Knight, G. P., & Tein, J. *Implications of Mexican-origin Fathers' Culturally Informed Parenting Styles for Adolescents' Problem Behavior Trajectories*. Under review.

Baldwin, M. B., & **White, R. M. B.** *Job Matching as a Workplace Accommodation for Persons with Serious Mental Illness*. Under review.

White, R. M. B., Liu, Y., Nair, R. L., & Tein, J.-Y. *Longitudinal and Integrative Tests of Family Stress Model Effects on Mexican-Origin Adolescents*. Revision submitted.

Nair, R. L., Roosa, M. W., **White, R. M. B.**, Gonzales, N., & Knight, G. P. *Paternal involvement in youth education among Mexican Americans: An examination of predictors, consequents, and moderating factors*. Revision submitted.

MANUSCRIPTS IN PREPARATION

White, R. M. B., Knight, G. P., Jensen, M., & Gonzales, N. A. *Ethnic Socialization in Neighborhood and Family Contexts: Implications for Mexican-origin Adolescents' Ethnic Identity Development*

White, R. M. B., Jensen, M., Gonzales, N. A., & Knight, G. P. *Exploring the Enclave Paradox: Using Stage-Environment-Fit to Explain Observed Discrepancies in the Effects of Neighborhood Ethnic Concentration on Mexican-origin Adolescent Adjustment*.

Carlo, G., Knight, G. P., **White, R. M. B.** *The Mediating Role of Prosocial Tendencies in the Relations between Parental Involvement and Academic Performance Among Mexican American Adolescents*.

White, R. M. B., Updegraff, K. A., Umaña-Taylor, A. J., Zeiders, K. H., Perez-Brena, N., & Burleson, E. *Neighborhoods as Cultural Learning Environments: Implications of Neighborhood Ethnic Concentration for Trajectories of Anglo and Mexican Cultural Orientations from Adolescence to Emerging Adulthood*.

PRESENTATIONS

INVITED PRESENTATIONS AT NATIONAL/INTERNATIONAL CONFERENCES

White, R. M. B. (2013). *A Culturally Distinguished and Contextually Relevant Look at Mexican Origin Fathers' Stress and Parenting*. Invited Speaker for the National Council on Family Relations' Men in Families Focus Group (November 7).

White, R. M. B. (2012). *Conducting Research with Mexican American Youth and Families*. Invited Speaker for the Ethnic Minorities section of the National Council on Family Relations: Latino/a Research Focus Group, Phoenix, AZ (November 1).

INVITED DISCUSSANT OF REFEREED SESSIONS AT NATIONAL/INTERNATIONAL CONFERENCES

White, R. M. B. (2014). Parenting in the Context of Socioeconomic Disadvantage in Mexican American Families Across Developmental Periods (Discussant). The 2014 Society for Research on Child Development Special Topic Meeting: New Conceptualizations in the Study of Parenting-At-

Risk, San Diego, CA (Nov 13 – 15).

REFEREED CHAIRED SESSIONS AT NATIONAL AND INTERNATIONAL CONFERENCES

- White, R. M. B., & Zeiders, K. H.** (2014). Cultural Values and Youth Adjustment: Longitudinal Examinations of Mediating Processes and Moderating Factors. Paper Discussion Symposium Co-chair at the 2014 Society for Research on Adolescence Biennial Meeting, Austin, TX (March 20 – 22).
- White, R. M. B., & Gonzales, N. A.** (2011). Longitudinal Examinations of Latino Adolescents' Bioecological Adjustment. Session co-chaired at the Biennial Meeting of the Society for Research on Child Development, Montreal, Quebec, Canada (March 31 – April 2).
- White, R. M. B., & Gonzales, N. A.,** (2010). Exploring the Roles of Fathers in Mexican American Families. Session co-chaired at the Biennial Meeting of the Society for Research on Adolescence, Philadelphia, PA (March 11 – 13).

REFEREED PAPERS PRESENTED AT NATIONAL/INTERNATIONAL CONFERENCES

- White, R. M. B.,** Jensen, M., Gonzales, N. A., Knight, G. P., & Tein, J.-Y. (forthcoming). Neighborhood Ethnic Concentration and Substance Use among Mexican origin Adolescents: A Look at the Barrio—Enclave Discrepancy. In A. Guyer & C. Lee (Session Chairs), *Empirical Tests of Neighborhoods to Neurons in the Development of Risky Behaviors among Mexican-origin Adolescents*. Paper Presented at the 2015 Society for Research in Child Development Biennial Meeting, Philadelphia, PA (March 21)
- White, R. M. B.,** Knight, G. P., Jensen, M., Gonzales, N. A., & Tein, J.-Y. (forthcoming). Neighborhood Ethnic Concentration and Parent Ethnic Socialization Effects on Mexican-origin Youths' Ethnic Identity Development. In *Community Stressors and Supports in Latino and Latin American Contexts*. Paper Presented at the 2015 Society for Research in Child Development Biennial Meeting, Philadelphia, PA (March 21).
- Carlo, G., **White, R. M. B.,** Streit, C., Zeiders, K. H., & Knight, G. P. (forthcoming). Longitudinal relations among parenting styles, prosocial behaviors, and academic achievement in Mexican American youth. Poster presented at the 2015 Society for Research in Child Development Biennial Meeting, Philadelphia, PA (March 19)
- White, R. M. B.,** Updegraff, K. A., Umaña-Taylor, A. J., Zeiders, K. H., Perez-Brena, N., & Burlison, L. (2014). Mexican-origin Youth's Cultural Trajectories in Community and Family Contexts. In *Adolescent Well-being in Diverse Cultural Contexts* paper session. Paper presented at the 2014 National Council on Family Relations Annual Conference, Baltimore, MD (November 20).
- White, R. M. B.,** Zeiders, K. H., Nair, R. L., Roosa, M. W., Knight, G. P., Tein, J.-Y., Gonzales, N. A. (2014). Exploring the Enclave Paradox: Neighborhood Ethnic Concentration and Mexican American Adolescent Trajectories of Discrimination. In K. Roche, *Specifying Neighborhood Conditions that Matter for Adolescent Mental Health and Well-being*. Paper session conducted at the 2014 Society for Research on Adolescence Biennial Meeting, Austin, TX (March 22).
- White, R. M. B.,** Liu, Y., Nair, R. L., Tein, J.-Y. (2014). Culturally Distinguished and Contextually Relevant Family Stress Model Effects. In R. M. B. White & K. H. Zeiders, *Cultural Values and Youth Adjustment: Longitudinal Examinations of Mediating processes and Moderating Factors*. Paper discussion symposium conducted at the 2014 Society for Research on Adolescence Biennial Meeting, Austin, TX (March 22).
- White, R. M. B.,** Liu, Y., Nair, R. L., Tein, J.-Y., Gonzales, N. A., Knight, G. P., & Roosa, M. W. (2013). *Neighborhood, Economic, and Mexican American Family Intersections*. In M. Bamaca-Gomez, *Latino Family Relations and Parenting Processes*. Paper symposium conducted at the 2013 National Council on Family Relations Annual Conference, San Antonio, TX (November 8).
- White, R. M. B.,** Deardorff, J., Liu, Y., & Gonzales, N. A. (2013). *Contextual Amplification or Attenuation of*

Pubertal Timing Effects on Mental Health Symptoms among Mexican American Boys. In J. Deardorff, *Contextual Amplification During Puberty and Beyond: Longitudinal Examinations of Context and Emotional and Behavioral Outcomes.* Paper symposium conducted at the Biennial Meeting of the Society for Research on Child Development, Seattle, WA (April 19).

White, R. M. B., Zeiders, K. H., Gonzales, N. A., Tein, J-Y., Roosa, M. W., & Knight, G. P. (2012). *A Person-Centered Approach to Socialization among Mexican American Families.* Paper presented at the 74th National Council on Family Relations Annual Conference, Phoenix, AZ (November 3).

White, R. M. B., Gonzales, N. A., Knight, G. P., & Roosa, M. W. (2012). *Neighborhood Context and Mexican American Adolescents' Mental Health and Risk of Drug and Alcohol Use.* Paper presented at the 12th Annual International Conference of the National Hispanic Science Network, San Diego, CA (September 28).

White, R. M. B., Roosa, M. W., Zeiders, K. H., Gonzales, N. G., Knight, G. P., & Tein, J-Y (2012). *Neighborhood Risk, Parenting and Adolescent Internalizing: The protective role of Mexican American mothers' cultural beliefs.* Paper presented at the 14th Society for Research on Adolescence Biennial Meeting, Vancouver, BC, Canada (March 9).

Tein, J-Y, Knight, G. P., Roosa, M. W., Zeiders, K. H., **White, R. M. B.,** & Millsap, R. (2012). *Testing Measurement Equivalence and Stability in Longitudinal Data.* Poster presented at the Society for Research in Child Development Special Topics Meeting: Developmental Methodology, Tampa, FL (February).

White, R. M. B., Zeiders, K. H., Gonzales, N. A., Tein, J., & Roosa, M. W. (2011). *Neighborhood variability of Mexican origin parents' parenting styles.* Poster presented at the 73rd National Council on Family Relations Annual Conference, Orlando, FL (November 17).

White, R. M. B., Deardorff, J., Gonzales, N. A., Roosa, M. W., Knight, G. P., & Tein, J. (2011). Early puberty and Mexican American girls' depressive symptoms: The influence of neighborhood context. In R. M. B. White & N. A. Gonzales, *Longitudinal Examinations of Latino Adolescents' Bioecological Adjustment.* Symposium conducted at the Biennial Meeting of the Society for Research on Child Development, Montreal, Quebec, Canada (March 31).

Deardorff, J., Cham, H., Gonzales, N. A., **White, R. M. B.,** Tein, J., Wong, J., Roosa, M. W., & Knight, G. P. (2011). Early puberty and Mexican American girls' internalizing and externalizing symptoms: The influence of parenting behaviors. In R. M. B. White & N. A. Gonzales, *Longitudinal Examinations of Latino Adolescents' Bioecological Adjustment.* Symposium conducted at the Biennial Meeting of the Society for Research on Child Development, Montreal, Quebec, Canada (March 31).

Roosa, M. W., Zeiders, K. H., **White, R. M. B.,** Nair, R. L., Vargas, D. A., Gonzales, N. A., Knight, G. P., & Tein, J. (April, 2011). *Trajectories of discrimination from late childhood to early adolescence in Mexican American youth.* Poster session presented at the Biennial Meeting of the Society for Research on Child Development, Montreal, Quebec, Canada (April 2).

Umaña-Taylor, A. J., Updegraff, K. A., **White, R. M. B.,** Herzog, M. Pflieger, J., Madden-Derdich, D. (2010) *Examining the psychometric properties of a measure of social support for Mexican-origin teen mothers and their mother figures.* Paper presented at the Annual Meeting of the National Council on Family Relations, Minneapolis, MN (November).

White, R. M. B., Roosa, M. W., Gonzales, N. A., Knight, G. P., (2010). Neighborhood contexts, fathering, and Mexican American early adolescents' internalizing problems. In R. M. B. White & N. A. Gonzales, *Exploring the Roles of Fathers in Mexican American Families.* Symposium conducted at the Biennial Meeting of the Society for Research on Adolescence, Philadelphia, PA (March 13).

Weaver, S. R., Barile, J., Roosa, M. W., **White, R. M. B.,** Tein, J., Knight, G. P., Gonzales, N., & Saenz, D. (2009). *Exploring mediators of family and neighborhood misfit and the mental health outcomes of Mexican American youth.* Poster session presented at the 17th Annual Meeting of the Society for

Prevention Research, Washington, DC (May).

- White, R. M. B.**, Umaña-Taylor, A., Knight, G. P., & Zeiders, K. H. (2009). *Language measurement equivalence of the Ethnic Identity Scale with Mexican American early adolescents*. Poster presented at the Biennial Meeting of the Society for Research on Child Development, Denver, CO (April 3).
- Roosa, M. W., Weaver, S. R., **White, R. M. B.**, Tein, J. Y., Knight, G. P., et al. (2009). Family and neighborhood fit or misfit and the adaptation of Mexican Americans. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Denver, CO (April).
- White, R. M. B.**, Roosa, M. W., Nair, R. L., Zeiders, K. H., Gonzales, N. A., et al. (2008). *The importance of context in understanding mental health outcomes among Mexican American adolescent*. Paper presented at the 136th American Public Health Association Annual Meeting and Exposition, San Diego, CA (October).
- Nair, R. L., Roosa, M. W., **White, R. M. B.**, Zeiders, K. H., Knight, G. P., et al. (2008). *Cultural stressors, support, and psychopathology among Mexican American adolescents: A prospective mediated moderation model*. Poster presented at the 136th American Public Health Association Annual Meeting and Exposition, San Diego, CA (October).
- Zeiders, K. H., Roosa, M. W., Nair, R. L., **White, R. M. B.**, Gonzales, N. A., et al. (2008). *Comorbidity of obesity and depression: A longitudinal examination among Mexican American adolescents*. Paper presented at the 136th American Public Health Association Annual Meeting and Exposition, San Diego, CA (October).
- Nair, R. L., Roosa, M. W., **White, R. M. B.**, Zeiders, K., Knight, G. P., Gonzales, N. A., et al. (2008). *Profiles of risk among Mexican American families*. Poster presented at the Annual Meeting of the Society for Research on Adolescence, Chicago, IL (March).
- Zeiders, K., Roosa, M. W., **White, R. M. B.**, Nair, R. L., Burrell, G. L., Knight, G. P., et al. (2008). *Overweight status and depression: Associations among Mexican American adolescents*. Poster presented at the Annual Meeting of the Society for Research on Adolescence, Chicago, IL (March).
- White, R. M. B.**, Roosa, M. W., Gonzales, N. A., Knight, G. P., Saenz, D., Nair, R. L., et al. (2008). *Neighborhood contexts and Mexican American adolescent internalizing disorders*. Poster presented at the Annual Meeting of the Society for Research on Adolescence, Chicago, IL (March).
- Nair, R. L., **White, R. M. B.**, Roosa, M. W., Saenz, D., Knight, G. P., Zeiders, K., et al. (2007). *Variations of risk and resilience for depression among Mexican-origin parents*. Poster presented at the American Public Health Association Annual Meeting and Exposition, Washington, DC (November).
- White, R. M. B.**, Roosa, M. W., Weaver, S. R., Nair, R. L., Gonzales, N., Knight, G. P., et al. (2006). *Mexican American parenting and distress in disadvantaged neighborhoods and contexts*. Paper presented at the National Council on Family Relations 68th Annual Conference, Minneapolis, MN (November).
- Nair, R. L., Roosa, M. W., **White, R. M. B.**, Gonzales, N., Knight, G. P., & Saenz, D. (2006). *Mexican-American fathers' gender role beliefs and child outcomes*. Poster presented at the National Council on Family Relations 68th Annual Conference, Minneapolis, MN (November).
- White, R. M. B.**, Saenz, D., Roosa, M. W., Gonzales, N., Knight, G. P., & Nair, R. L. (2006). *Variations of risk and resilience for mental illness among Mexican American youths*. Paper presented at the American Public Health Association 134th Annual Meeting & Exposition: Public Health and Human Rights, Boston, MA (November).
- Deng, S., Roosa, M. W., Lockhart Burrell, G., & **White, R. M. B.** (2006). *The moderating effect of teacher attachment on the relationship between delinquent peers and adolescent behavior problems*. Poster presented at the Society for Research on Adolescence 11th Biennial Meeting, San Francisco, CA (March).
- White, R. M. B.**, Rimsza, M. E. (2005). *Preventability of Child Deaths in an American Indian Population*.

Poster presented at the Pediatric Academic Society Annual Meeting, Washington, DC.

- White, R. M. B.**, Tann, S., & Cini, S. (2004). *Urban American Indian Perspectives on Mental Health and Illness*. Poster presented at the American Public Health Association 132nd Annual Meeting and Exposition: Public Health and the Environment, Washington, DC (November).
- Baldwin, M. L., & **White, R. M. B.** (2004). *The process of competitive employment for persons with serious mental illness*. Poster presented at the AcademyHealth 2004 Annual Research Meeting, San Diego, CA.
- Baldwin, M. L., & **White, R. M. B.** (2003). *The process of competitive employment for persons with serious mental disorders*. Poster presented at the Arizona Public Health Association 75th Annual Meeting, Phoenix, AZ.

ALL SPONSORED RESEARCH ACTIVITY

EXTERNALLY FUNDED RESEARCH

- White, R. M. B.** (PI, 100%). *A New Look at Neighborhood Ethnic Concentration: Implications for Mexican Origin Adolescents' Cultural Adaptation and Adjustment*. William T. Grant Foundation (\$350K), July 2014 – June 2019.

INTERNALLY FUNDED RESEARCH

- White, R. M. B.** (PI, 100%). *The Success in Latino Neighborhoods Project*. The Latino Resilience Enterprise and the T. Denny Sanford School of Social and Family Dynamics (\$1K), April 2012 – May 2013.

EXTERNAL FUNDING PENDING

- Gonzales, N. A (Co-PI, 43%), Lemery-Chalfant, K. (Co-PI, 32%), Gonzalez, G. G. (Co-I, 5%), **White, R. M. B.** (Co-I, 10%); Knight, G. P. (Co-I, 0%), & Tein, J-Y (Co-I, 10%). *Developmental Gene-Culture Interplay in Mexican American Alcohol and Drug Abuse and Addiction*. R01 submitted to NIAAA (\$3.8M), October 2014.

OTHER RESEARCH GRANT ACTIVITY

- Gonzales, N. A (Co-PI, 40%), Lemery-Chalfant, K. (Co-PI, 35%); **White, R. M. B.** (Co-I, 10%); Tein, J-Y (Co-I, 10%); & Knight, G. P. (Co-I, 5%). *Developmental Gene-Culture Interplay in Mexican American Substance Use Disorders*. R01 submitted to NIDA (\$3.8M), March 2014. Revision of scored application. Scored.
- White, R. M. B.** (PI, 85%), Simpkins, S. (Co-I, 5%), & Iida, M. (Co-I, 10%). *Neighborhood Ethnic Context and Mexican American Youth Health-Related Outcomes*. R03 submitted to NICHD (\$146K) November 2013. Scored.
- Baldwin, M. L., (PI, 60%), **White, R. M. B.** (Co-I, 20%), & Lederman, L (Co-I, 20%). *Pathways to Gainful Employment for Persons with Serious Mental Illness*. R01 submitted to NIMH (\$2.6M) November, 2013. Unscored.
- Gonzales, N. A (Co-PI, 40%), Lemery-Chalfant, K. (Co-PI, 35%); **White, R. M. B.** (Co-I, 10%); Tein, J-Y (Co-I, 10%); & Knight, G. P. (Co-I 5%). *Culture, Context, and Mexican American Mental Health*. R01 submitted to NIDA (\$3.8M) July 2013. Scored and revised.
- White, R. M. B.** (PI, 85%), Simpkins, S. (Co-I, 10%), & Iida, M. (Co-I, 5%). *Neighborhood Ethnic Context and Mexican American Youth Health-Related Outcomes*. R03 submitted to NICHD (\$146K) February

2013. Scored and revised.

Baldwin, M. L. (PI, 60%), **White, R. M. B.** (Co-I, 20%), & Lederman, L. (Co-I, 20%). *Pathways to Gainful Employment for Persons with Serious Mental Illness*. R01 submitted to NIMH (\$2.5M) February 2013. Unscored and revised.

Baldwin, M. L., (PI, 75%) & **White, R. M. B.** (Co-I, 25%). *Competitive employment among persons with serious mental illness*. R01 submitted to NIMH (\$2.4M) February, 2011. Unscored.

TEACHING EXPERIENCE

COURSES TAUGHT

FAS 531 – Family Theories	Fall 2012, 2013, 2014
FAS 361– Research Methods (writing intensive)	Spring, 2011, 2012, 2014; Fall 2011, 2012, 2013
SOC 391 – Research Methods (writing intensive)	Spring, 2011, 2012, 2014; Fall 2011, 2012, 2013
HSM 584 – Internship	Spring 2010, 2011
HSM 575 – Health Policy Management & Evaluation	Spring, 2009, 2010
HSM 561 – Biostatistics	Fall 2008, 2009

ENDORSED GRADUATE FACULTY MEMBER

Family & Human Development PhD program
Psychology PhD program

GRADUATE MENTORING – DOCTORAL LEVEL

DISSERTATION COMMITTEE MEMBER

Casey Sechler, Family & Human Development	
Michaeline Jensen, Clinical Psychology (proposed Fall 2014)	
Danyel A. Vargas Moosmann, PhD Family & Human Development	2014

COMPREHENSIVE EXAM COMMITTEE MEMBER

Casey Sechler, Family & Human Development	2014
Chara Price, Family & Human Development	2014
Michaeline Jensen, Clinical Psychology	2013
Danyel Vargas, Family & Human Development	2012

GRADUATE MENTORING – MASTER’S LEVEL

MASTER’S CHAIR

Michelle C. Pasco, MS Family & Human Development (anticipated)
Elizabeth Burleson, MS Family & Human Development (anticipated)

Mahdi Ali, MHSM, School of Health Management and Policy	2012
Ralph Moreno, MHSM, School of Health Management and Policy	2012
Megan Mulcahy, MHSM, School of Health Management and Policy	2012
Amy Ma, MHSM, School of Health Management and Policy	2012
Lauren Mazurski, MHSM, School of Health Management and Policy	2012
Miguel Cruz, School of Health Management and Policy	2012
Nicholas Vasquez, MD, MHSM, School of Health Management and Policy	2011
Emily Oake, MHSM, School of Health Management and Policy	2011
Sean McGinty, MHSM, School of Health Management and Policy	2011
Deepika Sidhu, MHSM, School of Health Management and Policy	2010
Ellen Wienecke, MHSM, School of Health Management and Policy	2009

MASTER'S THESIS COMMITTEE MEMBER

Elizabeth Harvey, MS Family & Human Development	2014
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UNDERGRADUATE MENTORING

HONORS THESIS COMMITTEE CHAIR

Brinley Suppes, BS Communications, Minor in Sociology	2013
Kamber Maine, BS Family & Human Development, Community Action Research Experiences (CARE) Program Graduate	2013
Danith Ieng, BS Family & Human Development	2012

UNDERGRADUATE RESEARCH ASSISTANTS IN MY LAB

Melissa Delgado, BS Psychology & Family & Human Development, anticipated (2015)	
Luis Lopez, BS Psychology	2014

SERVICE

PROFESSIONAL SERVICE – SCHOLARLY REVIEW

EDITORIAL BOARD MEMBERSHIPS

Adolescent Research Review	2015 –
Developmental Psychology	2014 –
Journal of Youth and Adolescence	2013 –

AD HOC REVIEWER

Journal of Abnormal Psychology	2104 –
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Developmental Review	2014 –
Journal of Adolescent Health	2013 –
Social Science Research	2013 –
Journal of Abnormal Child Psychology	2012 –
Journal of Marriage and Family	2011 –
Journal of Research on Adolescence	2011 –
Child Development Perspectives	2010 –
Journal of Community Psychology	2009 –
Developmental Psychology	2010 – 2013
Journal of Youth and Adolescence	2008 – 2013

CONFERENCE ABSTRACT REVIEWER

Society for Research in Child Development Biennial Meeting	2012, 2014
Society for Research on Adolescence Biennial Meeting	2011
American Public Health Association Annual Conference	2006 – 2009

GRANT PROPOSAL REVIEWER

William T. Grant Foundation	2014 –
Early Career Reviewer Program, Center for Scientific Review, National Institutes of Health	2014 –
Catholic Healthcare West Community Benefits Program, Community Grants Program	2005

PROFESSIONAL MEMBERSHIPS

Member, Society for Research on Child Development	2006 –
Member, Society for Research on Adolescence	2005 –
Member, National Council on Family Relations	2005 –
Member, American Public Health Association	2003 – 2007

PROFESSIONAL SERVICE – LEADERSHIP & MENTORSHIP

Senior Mentor, Frances Degen Horowitz Millennium Scholars Program, Society for Research in Child Development	2013 – 2019
Mentor, Doctoral Student Reviewer Program, Society for Research in Child Development Meeting	2012
Elected Section Councilor, Mental Health Section of the American Public Health Association	2005 – 2007
Mentor, Mel and Enid Zuckerman Arizona College of Public Health	2002 – 2003

UNIVERSITY AND DEPARTMENT SERVICE

Member, Graduate Program Committee, Sanford School	2014 –
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Member, Assistant Professor Search Committee, Sanford School	2014 –
Co-Director, The Latino Resilience Enterprise	2013 –
Member, Executive Committee, <i>La Familia Project</i> , Prevention Research Center	2012 –
Member, Prevention Research Center Training Program Faculty	2011 –
Member, Assistant Professor Search Committee, Sanford School	2013 – 2014
Member, Personnel Committee, Sanford School	2011 – 2013
Member, Undergraduate Professional Development Faculty Research Round Robin, Sanford School	2010 – 2011
Member, Undergraduate Professional Development Selection Committee, Sanford School	2010 – 2011
Member, Master's Program Committee, W. P. Carey School	2009 – 2010
Faculty Advisor, Graduate Student Association, School of Health Management and Policy	2008 – 2010

RECOGNITIONS, HONORS, AND AWARDS

William T. Grant Foundation Scholar	2014 – 2019
Best Research Article by a New Professional 2012, Finalist, Men in Families Focus Group National Council of Family Relations	2013
President's Medal for Social Embeddedness, Office of the President, Arizona State University	2005

Natalie D. Wilkens
(née Natalie D. Eggum)

Updated: November 29, 2014

Arizona State University | T. Denny Sanford School of Social and Family Dynamics | College of Liberal Arts and Sciences

P.O. Box 873701 | Tempe, Arizona 85287-3701

E-mail: Natalie.Wilkens@asu.edu

Laboratory Website: <https://thesanfordschool.asu.edu/eclipse>

Office Phone (480) 727-6899 | Fax (480) 965-6779

Education

Ph.D., Developmental Psychology, Arizona State University, August 2009

Dissertation title: *Children's shyness: Relations with negative emotion, effortful control, and social outcomes.*

Co-Chairs: Nancy Eisenberg and Tracy L. Spinrad

Committee: Gary W. Ladd, Kathryn Lemery-Chalfant, and Mark Reiser

M.A., Psychology, Arizona State University, December 2006

Thesis title: *Development of shyness: Influence of child temperament and maternal behavior.*

Chair: Nancy Eisenberg

Committee: Tracy L. Spinrad, Kathryn Lemery-Chalfant, and Mark Reiser

B.A., Psychology, Arizona State University, December 2003

Summa Cum Laude

Professional Experience

Assistant Professor, T. Denny Sanford School of Social and Family Dynamics, Arizona State University, 2012-present

Faculty Affiliate, Center for Population Dynamics (CePoD), 2012-present

Faculty Affiliate, Measurement and Statistical Analysis (MASA), 2010-present

Assistant Research Professor, T. Denny Sanford School of Social and Family Dynamics, Arizona State University, 2010-2012

Postdoctoral Research Associate with Dr. Nancy Eisenberg, Department of Psychology, Arizona State University, 2009-2010

Graduate Research Assistant/Associate with Dr. Nancy Eisenberg, Department of Psychology, Arizona State University, 2004-2009

Undergraduate Research Assistant with Drs. Nancy Eisenberg and Tracy Spinrad, Department of Psychology, Arizona State University, 2002-2003

Information Regarding Works

- Started publishing as Natalie D. Eggum-Wilkens July of 2013. Publish or Perish searches should type

"N Eggum" OR "N Eggum-Wilkens" in the Author's Name query box.

- H index = 15 (Publish or Perish [Harzing, 2007])
- Citations = 810 total, 101.25 per year, and 19.29 per paper (Publish or Perish [Harzing, 2007])
- The first author has the most responsibility in our discipline
- *Italicized* authors represent undergraduate, graduate, or postdoctoral research associates with whom I co-authored after becoming a faculty member (Assistant Research Professor) in August of 2010
- IF = the journal's most recent Thomson Reuters Impact Factor at the time of publication

Works Published

Peer-Reviewed Journal Articles – Empirical Studies

Eggum-Wilkens, N. D., Lemery-Chalfant, K., Aksan, N., & Goldsmith, H. H. (2014). Self-conscious shyness: Growth during toddlerhood, strong role of genetics, and no prediction from fearful shyness. *Infancy*. doi:10.1111/infa.12070
IF: 2.831

Edwards, A., Eisenberg, N., Spinrad, T. L., Reiser, M., **Eggum-Wilkens, N. D.**, & Liew, J. (2014). Predicting sympathy and prosocial behavior from young children's dispositional sadness. *Social Development*. doi:10.1111/sode.12084
IF: 1.382

Eggum-Wilkens, N. D., Fabes, R. A., Castle, S., Zhang, L., Hanish, L. D., & Martin, C. L. (2014). Playing with others: Head Start children's peer play and relations with kindergarten school competence. *Early Childhood Research Quarterly*, 29(3), 345-356.
doi:10.1016/j.ecresq.2014.04.008
IF: 2.058

Eggum-Wilkens, N. D., Valiente, C., Swanson, J., & Lemery-Chalfant, K. (2014). Children's shyness, popularity, school liking, cooperative participation, and internalizing problems in the early school years. *Early Childhood Research Quarterly*, 29 (1), 85-94. doi:10.1016/j.ecresq.2013.10.002
IF: 2.058

Swanson, J., Valiente, C., Lemery-Chalfant, K., Bradley, R. H., & **Eggum-Wilkens, N. D.** (2014). Longitudinal relations among parents' reactions to children's negative emotions, effortful control, and math achievement in early elementary school. *Child Development*, 85(5), 1932-1947.
doi:10.1111/cdev.12260
IF: 4.235

Taylor, Z. E., Eisenberg, N., VanSchyndel, S. K., **Eggum-Wilkens, N. D.**, & Spinrad, T. L. (2014). Children's negative emotions and ego-resiliency: Longitudinal relations with social competence. *Emotion*, 14(2), 397-406. doi:10.1037/a0035079
IF: 3.371

Eisenberg, N., Edwards, A., Spinrad, T. L., Sallquist, J., **Eggum, N. D.**, & Reiser, M. (2013). Are effortful and reactive control unique constructs in young children? *Developmental Psychology*, 49(11), 2082-2094. doi:10.1037/a0031745
IF: 2.976

- Hofer, C., Eisenberg, N., Spinrad, T. L., Morris, A. S., Gershoff, E., Valiente, C., Kupfer, A., & **Eggum, N. D.** (2013). Mother-adolescent conflict: Stability, change, and relations with externalizing and internalizing. *Social Development, 22*(2), 259-279. doi:10.1111/sode.12012
IF: 2.045
- Nozadi, S. S., Spinrad, T. L., Eisenberg, N., Bolnick, R., **Eggum-Wilkens, N. D.**, Smith, C. L., Gaertner, B., Kupfer, A., & Sallquist, J. (2013). Prediction of toddlers' expressive language from maternal sensitivity and toddlers' anger expressions: A developmental perspective. *Infant Behavior and Development, 36*(4), 650-661. doi:10.1016/j.infbeh.2013.06.002
IF: 1.752
- Taylor, Z. E., Eisenberg, N., Spinrad, T. L., **Eggum, N. D.**, & Sulik, M. J. (2013). The relations of ego-resiliency and emotion socialization to the development of empathy and prosocial behavior across early childhood. *Emotion, 13*(5), 822-831. doi:10.1037/a0032894
IF: 3.269
- Eggum, N. D.**, Eisenberg, N., Reiser, M., Spinrad, T. L., Valiente, C., Sallquist, J., Michalik, N. M., & Liew, J. (2012). Relations over time among children's shyness, emotionality, and internalizing problems. *Social Development, 21*(1), 109-129. doi:10.1111/j.1467-9507.2011.00618.x
IF: 1.717
- Eisenberg, N., Sulik, M. J., Spinrad, T. L., Edwards, A., **Eggum, N. D.**, Liew, J., Sallquist, J., Popp, T. K., Smith, C. L., & Hart, D. (2012). Differential susceptibility and the early development of aggression: Interactive effects of respiratory sinus arrhythmia and environmental quality. *Developmental Psychology. Special Issue: Beyond Mental Health: An Evolutionary Analysis of Development Under Risky and Supportive Environmental Conditions, 48*(3), 755-768. doi:10.1037/a0026518
IF: 3.412
- Spinrad, T. L., Eisenberg, N., Silva, K. M., **Eggum, N. D.**, Reiser, M., Edwards, A., Iyer, R., Kupfer, A. S., Hofer, C., Smith, C. L., Hayashi, A., & Gaertner, B. M. (2012). Longitudinal relations among maternal behaviors, effortful control and young children's committed compliance. *Developmental Psychology, 48*(2), 552-566. doi:10.1037/a0025898
IF: 3.412
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IF: 3.412
- Eggum, N. D.**, Eisenberg, N., Kao, K., Spinrad, T. L., Bolnick, R., Hofer, C., Kupfer, A. S., & Fabricius, W. V. (2011). Emotion understanding, theory of mind, and prosocial orientation: Relations over time in early childhood. *Journal of Positive Psychology. Special Issue: Positive Youth Psychology, 6*(1), 4-16. doi:10.1080/17439760.2010.536776
IF: 1.674
- Eggum, N. D.**, Sallquist, J., & Eisenberg, N. (2011). "Then it will be good": Negative life events and resilience in Ugandan youth. *Journal of Adolescent Research, 26*(6), 766-796.

doi:10.1177/0743558410391259

IF: 1.164

- Eisenberg, N., *Castellani, V., Panerai, L., Eggum, N. D.,* Cohen, A. B., Pastorelli, C., & Caprara, G. V. (2011). Trajectories of religious coping from adolescence into early adulthood: Their form and relations to externalizing problems and prosocial behavior. *Journal of Personality, 79*(4), 841-873. doi:10.1111/j.1467-6494.2010.00703.x
IF: 3.000
- Ladd, G. W., Kochenderfer-Ladd, B., **Eggum, N. D.,** Kochel, K. P., & McConnell, E. M. (2011). Characterizing and comparing the friendships of anxious-solitary and unsociable preadolescents. *Child Development, 82*(5), 1434-1453. doi:10.1111/j.1467-8624.2011.01632.x
IF: 3.770
Media coverage (hyperlinks available upon request): *Fox News, Science Daily, Live Science, Yahoo News, PsychCentral, The Times of India,* and many other websites.
- Liew, J., Eisenberg, N., Spinrad, T. L., **Eggum, N. D.,** Haugen, R. G., Kupfer, A., Reiser, M. R., Smith, C. L., Lemery-Chalfant, K., & Baham, M. E. (2011). Physiological regulation and fearfulness as predictors of young children's empathy-related reactions. *Social Development, 20*(1), 111-134. doi:10.1111/j.1467-9507.2010.00575.x
IF: 1.717
- Silva, K. M.,* Spinrad, T. L., Eisenberg, N., *Sulik, M. J., Valiente, C., Huerta, S., Edwards, A., Eggum, N. D.,* Kupfer, A. S., Lonigan, C. J., Phillips, B. M., Wilson, S. B., Clancy-Menchetti, J., Landry, S. H., Swank, P. R., Assel, M. A., Taylor, H. B., & School Readiness Consortium (2011). Relations of children's effortful control and teacher-child relationship quality to school attitudes in a low-income sample. *Early Education & Development. Special issue: Self-Regulation in Early Childhood, 22*(3), 434-460. doi:10.1080/10409289.2011.578046
IF: .814
- Eisenberg, N., Spinrad, T. L., **Eggum, N. D.,** Silva, K., Reiser, M., Hofer, C., Smith, C., Gaertner, B., Kupfer, A., Popp, T., & Michalik, N. (2010). Relations among maternal socialization effortful control and maladjustment in early childhood. *Development and Psychopathology. Special issue: Developmental Cascades – Part 1, 22*(3), 507-525. doi:10.1017/S0954579410000246
IF: 4.961
- Eisenberg, N., Vidmar, M., Spinrad, T. L., **Eggum, N. D.,** Edwards, A., Gaertner, B., & Kupfer, A. (2010). Mothers' teaching strategies and children's effortful control: A longitudinal study. *Developmental Psychology, 46*(5), 1294-1308. doi:10.1037/a0020236
IF: 3.412
- Sallquist, J., Eisenberg, N., Spinrad, T. L., Gaertner, B. M., **Eggum, N. D.,** & Zhou, N. (2010). Mothers' and children's positive emotion: Relations and trajectories across four years. *Social Development, 19*(4), 799-821. doi:10.1111/j.1467-9507.2009.00565.x
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- Sulik, M. J., Huerta, S., Zerr, A. A., Eisenberg, N., Spinrad, T. L., Valiente, C., Di Giunta, L., Piña, A. A., **Eggum, N. D.,** Sallquist, J., Edwards, A., Kupfer, A., Lonigan, C. J., Phillips, B. M., Wilson, S. B., Clancy-Menchetti, J., Landry, S. H., Swank, P., Assel, M., & Taylor, H. (2010). The factor structure of effortful control and measurement invariance across ethnicity and sex in a high-risk sample. *Journal of Psychopathology and Behavioral Assessment, 32*(1), 8-22.

doi:10.1007/s10862-009-9164-y
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Eggum, N. D., Eisenberg, N., Spinrad, T. L., Reiser, M., Gaertner, B. M., Sallquist, J., & Smith, C. L. (2009). Development of shyness: Relations with children's fearfulness, sex, and maternal behavior. *Infancy, 14*(3), 325-345. doi:10.1080/15250000902839971
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Eggum, N. D., Eisenberg, N., Spinrad, T. L., Valiente, C., Edwards, A., Kupfer, A. S., & Reiser, M. (2009). Predictors of withdrawal: Possible precursors of Avoidant Personality Disorder. *Development and Psychopathology. Special issue: Development of Personality Disorders in Children and Adolescents, 21*(3), 815-838. doi:10.1017/S0954579409000443
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Sallquist, J., Eisenberg, N., Spinrad, T. L., **Eggum, N. D.**, & Gaertner, B. M. (2009). Assessment of preschoolers' positive empathy: Concurrent and longitudinal relations with positive emotion, social competence, and sympathy. *Journal of Positive Psychology, 4*(3), 222-232.
 doi:10.1080/17439760902819444
 IF not available

Sallquist, J. V., Eisenberg, N., Spinrad, T. L., Reiser, M., Hofer, C., Zhou, Q., Liew, J., & **Eggum, N.** (2009). Positive and negative emotionality: Trajectories across six years and relations with social competence. *Emotion, 9*(1), 15-28. doi:10.1037/a0013970
 IF: 3.726

Spinrad, T. L., Eisenberg, N., Granger, D. A., **Eggum, N. D.**, Sallquist, J., Haugen, R., Kupfer, A., & Hofer, C. (2009). Individual differences in preschoolers' salivary cortisol and alpha-amylase reactivity: Relations to temperament and maladjustment. *Hormones and Behavior, 56*(1), 133-139. doi:10.1016/j.yhbeh.2009.03.020
 IF: 3.770

Peer-Reviewed Journal Articles – Literature Reviews

Eisenberg, N., **Eggum, N. D.**, & Di Giunta, L. (2010). Empathy-related responding: Associations with prosocial behavior, aggression, and intergroup relations. *Social Issues and Policy Review, 4*(1), 143-180. doi:10.1111/j.1751-2409.2010.01020.x
 IF not available

Eisenberg, N., Spinrad, T. L., & **Eggum, N. D.** (2010). Emotion-related self-regulation and its relation to children's maladjustment. *Annual Review of Clinical Psychology, 6*, 495-525.
 doi:10.1146/annurev.clinpsy.121208.131208
 IF: 9.743

Eisenberg, N., Valiente, C., & **Eggum, N. D.** (2010). Self-regulation and school readiness. *Early Education & Development. Special issue: Overlaps between Socio-emotional and Academic Development, 21*(5), 681-698. doi:10.1080/10409289.2010.497451
 IF: .814

Invited Book Chapters

Eisenberg, N., **Eggum, N. D.**, & Edwards, A. (2010). Empathy-related responding and moral

development. In W. F. Arsenio & E. A. Lemerise (Eds.), *Emotions, aggression, and morality in children: Bridging development and psychopathology* (pp. 115-135). Washington, DC: American Psychological Association.

Eisenberg, N., **Eggum, N. D.**, Sallquist, J., & Edwards, A. (2010). Relations of self-regulatory/control capacities to maladjustment, social competence, and emotionality. In R. H. Hoyle (Ed.), *Handbook of personality and self-regulation* (pp. 20-46). Malden, MA: Blackwell.

Eisenberg, N., & **Eggum, N. D.** (2009). Empathic responding: Sympathy and personal distress. In J. Decety & W. Ickes (Eds.), *The social neuroscience of empathy* (pp. 71-83). Cambridge, MA: MIT Press.

Eisenberg, N., & **Eggum, N. D.** (2008). Empathy-related and prosocial responding: Conceptions and correlates during development. In B. A. Sullivan, M. Snyder, & J. L. Sullivan (Eds.), *Cooperation: The political psychology of effective human interaction* (pp. 53-74). Malden, MA: Blackwell.

Smith, C. L., Spinrad, T. L., Eisenberg, N., Greving, K., Liew, J., & **Eggum, N. D.** (2007). Anger and anger regulation in infancy. In E. I. Clausen (Ed.), *Anger in psychology* (pp. 107-122). Hauppauge, NY: Nova Science Publishers, Inc.

Invited Popular Press Articles

Eggum-Wilkens, N. D. (2013, Summer). Feature article: "I wish I could just go talk to them": Shyness and its correlates. *Mental Notes Magazine*, 7(2), 5-7.

*Estimated average magazine readership of 25,000 per issue

Eggum, N. (2010, July/August). Feature article: Early childhood wins. *Children's Ministry Magazine*, 20(3), 92-99. Electronic version: <http://childrensministry.com/articles/early-childhood-wins?p=1>

*Average magazine readership of 50,000 per issue

Works Forthcoming

Peer-Reviewed Journal Articles – Empirical Studies

Lee, J. E., Husman, J., Scott, A. K., & **Eggum-Wilkens, N. D.** (in press). Stepping stone to future computing-based technology pathways. *Journal of Educational Computing Research*.
IF: .659

Invited Book Chapters

Eisenberg, N., **Eggum, N. D.**, & Spinrad, T. L. (in press). The development of prosocial behavior. In D. A. Schroeder & W. G. Graziano (Eds.), *Oxford handbook of prosocial behavior*. New York, NY: Oxford University Press.

Works under Editorial Review

Peer-Reviewed Journal Articles – Empirical Studies

Bishop, N. J., Eggum-Wilkens, N. D., Haas, S. A., & Kronenfeld, J. J. (under review). Estimating the co-development of cognitive decline and limitations in physical functioning among aging Americans. Manuscript submitted for publication.

Eggum-Wilkens, N. D., Reichenberg, R. E., Eisenberg, N., & Spinrad, T. L. (under review). Components of effortful control and relations with children's shyness. Manuscript submitted for publication.

Goble, P., Foster, S. A., Bryce, C. I., Eggum-Wilkens, N. D., Hanish, L. D., Martin, C. L., & Fabes, R. A. (under review). Head Start children's transition to formal schooling: Predictions from academic and social readiness. Manuscript submitted for publication.

Green, S. B., Lai, K., Levy, R., Reichenberg, R., Xu, Y., Thompson, M. S., Yel, N., Eggum-Wilkens, N. D., Kunze, K. L., & Iida, M. (under review). Assessing model similarity in structural equation modeling. Manuscript submitted for publication.

Nozadi, S. S., Spinrad, T. L., Eisenberg, N., Eggum-Wilkens, N. D., & Sallquist, J. (under review). Associations of dispositional anger and fear to later executive functioning and conduct and anxiety symptoms. Manuscript submitted for publication.

Zhang, L., Eggum-Wilkens, N. D., Eisenberg, N., & Spinrad, T. L. (under review). Children's shyness, popularity, and academic functioning in the early school years. Manuscript submitted for publication.

Works in Preparation

Peer-Reviewed Journal Articles – Empirical Studies

Eggum-Wilkens, N. D. (in preparation). A mixed-methods analysis of the life events of children from Uganda's Karamojong tribe. Manuscript in preparation.

Husman, J., Vest, A., Eggum-Wilkens, N. D., & Maez, C. (in preparation). Persistence when the going gets tough: Perceptions of instrumentality and retention in engineering. Manuscript in preparation.

Information Regarding Presentations

- The first author has the most responsibility in our discipline
- *Italicized* authors represent undergraduate, graduate, or postdoctoral research associates with whom I co-authored after becoming a faculty member in August of 2010

Presentations

Refereed Professional Conference Presentations

Green, S. B., Lai, K., Levy, R., Xu, Y., Yel, N., Thompson, M. S., Eggum-Wilkens, N. D., Kunze, K. L., Iida, M., & Reichenberg, R. (2014, April). Assessing model similarity in structural equation modeling. Paper symposium conducted at the annual meeting of the American Educational Research Association, Philadelphia, PA.

- Husman, J., Vest, A., **Eggum, N. D.**, Maez, C., & Nelson, K. G. (2012, August). Persistence when the going gets tough: Perceptions of instrumentality and academic persistence. In Richard A. Walker (Chair), *The role of instrumental motivation at the departmental, course level and in job-seeking contexts*. Paper symposium conducted at The International Conference on Motivation, Frankfurt am Main, Germany.
- Eisenberg, N., Castellani, V., Panerai, L., **Eggum, N. D.**, Cohen, A. B., Pastorelli, C., & Caprara, G. V. (2011, April). Trajectories of religious coping from adolescence into early adulthood: Externalizing problems and prosocial behavior. In Pamela E. King (Chair), *Spirituality and positive youth development among culturally diverse adolescents*. Paper symposium conducted at the biennial meeting of the Society for Research in Child Development, Montreal, Quebec, Canada.
- Liew, J., Spinrad, T. L., Eisenberg, N., Silva, K. M., Taylor, A. B., Edwards, A., **Eggum, N. D.**, & Kupfer, A. (2011, April). Preschoolers' effortful control and their achievement in second grade: Mediation through school adjustment in first grade. In Jeff Liew and Jan N. Hughes (Chairs), *Social and emotional factors in children's academic outcomes*. Paper symposium conducted at the biennial meeting of the Society for Research in Child Development, Montreal, Quebec, Canada.
- Spinrad, T. L., Eisenberg, N., **Eggum, N. D.**, Silva, K. M., Reiser, M., Hofer, C., Smith, C. L., Gaertner, B., Kupfer, A. S., & Popp, T. (2010, March). Relations among maternal socialization, effortful control, and maladjustment in early childhood. In Rebecca J. Brooker and Kristin A. Buss (Chairs), *Depicting control: Different approaches to studying effortful control in socioemotional development*. Paper symposium conducted at the International Conference on Infant Studies, Baltimore, MD.
- Eggum, N. D.**, Sallquist, J., & Eisenberg, N. (2009, April). Ugandan children's negative life events, coping, and adjustment. In **Natalie D. Eggum** (Chair), *Children at risk in East Africa: An analysis of their life events*. Paper symposium conducted at the biennial meeting of the Society for Research in Child Development, Denver, CO.

Refereed Professional Conference Posters

- Farago, F., **Eggum-Wilkens, N. D.**, & Eckert, K. (2014, October). *Ugandan adolescents' knowledge of gender stereotypes and attitudes about women's behaviors and roles*. Poster symposium presented at the 6th Gender Development Research Conference, San Francisco, CA.
- Cortes, K. I., **Eggum, N. D.**, & Kochenderfer-Ladd, B. (2013, April). *Children's perceptions of teachers' responses to bullying: Relational schemas as predictors of seeking teachers' assistance*. Poster symposium presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Eggum, N. D.** (2013, April). *The Karamojong tribe of Uganda: A mixed-methods analysis of children's negative life events and adjustment*. Poster session presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Goble, P., Foster, S. A., Bryce, C. I., Hanish, L. D., **Eggum, N. D.**, Martin, C. L., & Fabes, R. A. (2013, April). *The transition to school: Children's social interaction skills and academic achievement*. Poster symposium conducted at the biennial meeting of the Society for Research in Child

Development, Seattle, WA.

- Silva, K. M., Spinrad, T., Eisenberg, N., Edwards, A., & Eggum, N. D.* (2013, April). *Examining the transactional relations among children's regulation, emotion understanding, and relationship quality with non-parental caregivers.* Poster session presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Zhang, L., Eggum, N. D., Eisenberg, N., & Spinrad, T. L.* (2013, April). *Children's shyness, popularity, and academic achievement in the early school years.* Poster session presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Seyed-Nozadi, S., Spinrad, T. L., Eisenberg, N., Eggum, N. D., Huerta, S., Edwards, A., Sulik, M. J., & Sallquist, J.* (2012, June). *Contributions of toddlers' anger and fear reactivity to later cognitive planning abilities.* Poster session presented at the biennial meeting of the International Conference on Infant Studies, Minneapolis, MN.
- Cortes, K. I., Kochenderfer-Ladd, B., Eggum, N. D., & Ladd, G. W.* (2012, April). *The relationship between effortful control and peer victimization in early and middle childhood.* Poster session presented at the annual meeting of the American Educational Research Association, Vancouver, British Columbia, Canada.
- Edwards, A., Eisenberg, N., Spinrad, T. L., Sallquist, J., Eggum, N. D., & Gaertner, B. M.* (2011, April). *The factor structure of effortful and reactive control: A longitudinal analysis.* Poster session presented at the biennial meeting of the Society for Research in Child Development, Montreal, Quebec, Canada.
- Gaertner, B. M., Spinrad, T. L., Eisenberg, N., Sallquist, J., Hofer, C. M., Kupfer, A., & Eggum, N. D.* (2011, April). *Household chaos and the development of language across the preschool years: The mediating role of effortful control.* Poster session presented at the biennial meeting of the Society for Research in Child Development, Montreal, Quebec, Canada.
- Kochel, K. P., Sechler, C., Eggum, N. D., & Ladd, G. W.* (2011, April). *Longitudinal linkages between depressive symptoms and peer victimization trajectories in preadolescence through early adolescence.* Poster session presented at the biennial meeting of the Society for Research in Child Development, Montreal, Quebec, Canada.
- Seyed-Nozadi, S., Spinrad, T. L., Eisenberg, N., Silva, K. M., Eggum, N. D., Kupfer, A., & Edwards, A.* (2011, April). *Children's emotion perception skills: The roles of parenting behaviors and child negative emotionality.* Poster session presented at the biennial meeting of the Society for Research in Child Development, Montreal, Quebec, Canada.
- Silva, K. M., Spinrad, T. L., Eisenberg, N., Edwards, A., Eggum, N. D., Sallquist, J., Seyed-Nozadi, S., & Kupfer, A.* (2011, April). *Effortful control and emotion understanding: Examining transactional paths in early childhood.* Poster session presented at the biennial meeting of the Society for Research in Child Development, Montreal, Quebec, Canada.
- Silva, K. M., Spinrad, T. L., Eisenberg, N., Sulik, M. J., Valiente, C., Huerta, S., Edwards, A., Eggum, N. D., Kupfer, A., Lonigan, C. J., Phillips, B. M., Wilson, S., Clancy-Menchetti, J., Landry, S., Swank, P. R., Assel, M. A., & Taylor, H. B.* (2011, April). *Relations of effortful control, teacher-child relationship quality, and school engagement in a high-risk sample.* Poster session presented at the biennial meeting of the Society for Research in Child Development, Montreal, Quebec,

Canada.

Eggum, N. D., Eisenberg, N., Reiser, M., & Spinrad, T. L. (2009, April). *Latent growth curve trajectories of shyness and emotion in school-aged children*. Poster session presented at the biennial meeting of the Society for Research in Child Development, Denver, CO.

Sulik, M., Eisenberg, N., Spinrad, T. L., Sallquist, J., **Eggum, N. D.**, Hofer, C., Kupfer, A., & Gaertner, B. M. (2009, April). *Vagal suppression: Moderator of the relations between socioeconomic risk and maladjustment and ego resilience in early childhood*. Poster session presented at the biennial meeting of the Society for Research in Child Development, Denver, CO.

Eggum, N. D., Eisenberg, N., & Spinrad, T. L. (2008, March). *The relation of infant temperament and toddlers' shyness*. Poster session at the International Conference on Infant Studies, Vancouver, British Columbia.

Edwards, A., **Eggum, N. D.**, Eisenberg, N., & Spinrad, T. L. (2007, April). *Observed behavioral inhibition: Relations with reactive and effortful control*. Poster session presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.

Eggum, N. D., Eisenberg, N., & Spinrad, T. L. (2007, April). *The development of shyness: The influence of child temperament and maternal behavior*. Poster session presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.

Invited Academic Presentations

Valiente, C., Eisenberg, N., & **Eggum, N. D.** (2009, May). *Self-regulation and school readiness*. Presentation at the Department of Counseling and Personnel Services, University of Maryland, College Park, MD.

Invited Local Academic Presentations

Eggum, N. D. (2012, March). *Change it up with latent growth curve modeling*. Presentation for the Measurement and Statistical Analysis lecture series, T. Denny Sanford School of Social and Family Dynamics, Arizona State University, Tempe, AZ.

Eggum, N. D. (2009, December). *Resiliency in Uganda*. Presentation for the Developmental Area of the Department of Psychology, Arizona State University, Tempe, AZ.

Invited International Community Presentations

Eggum, N. D. (2009, July). *Resiliency in Uganda*. Presentation for Hope 4 Kids International outreach team members, Tororo, Uganda.

Eggum, N. D. (2008, June). *Resiliency in Uganda*. Presentation for True Vine Team Ministries/Smile Africa Ministries staff, Tororo, Uganda.

Eggum, N. D. (2008, June). *Resiliency in Uganda*. Presentation for Hope 4 Kids International outreach team members and staff, Tororo, Uganda.

Invited Local Community Presentations

Eggum-Wilkens, N. D. (2014, February). *Uganda: The people, issues, and socio-emotional research in The Pearl of Africa*. Three guest lectures for students at Pinnacle High School, Phoenix, AZ.

Eggum, N. D. (2012, May). *The career path of a social scientist*. Presentation for students at Littleton Elementary School, Avondale, AZ.

Eggum, N. D. (2007, June). *Practical parenting*. Presentation for staff and residents of La Mesita Homeless Shelter, Mesa, Arizona.

Media

Minor Media Appearances (e.g., quotes)

Quoted in **Watson, L.** (2012, November). Take the whining out of dining. *Raising Arizona Kids*, 23(9), 29. Electronic version: <http://www.raisingarizonakids.com/2012/11/take-the-whining-out-of-dining/>

*Average magazine readership of 140,000 per issue

External Research Funding

External Funding Summary Table

*Additional details below

Under Review	
Proposal Title (Agency)	Total Proposal Amount
Family Migration Context and Early Life Outcomes (NIH)	\$6,028,311
Kindergarten Classroom Composition: Exploring Links between Classroom-Level Competence and Children’s Academic and Social-Emotional Functioning (IES)	\$1,599,974
Not Funded	
Proposal Title (Agency)	Total Proposal Amount
Predictors of regulation and adjustment in children of Mexican origin (NSF)	\$645,131
Expertise reconsidered: Enriching models of expertise through the integration of motivation and emotion (NSF)	\$1,064,900
Predictors of regulation and adjustment in children of Mexican origin (NIH)	\$3,260,123

Proposals under Review

2014, Institute of Education Sciences (Goal 1 Exploration Proposal), *Kindergarten Classroom Composition: Exploring Links between Classroom-Level Competence and Academic and Social-Emotional Functioning*. Tashia Abry (PI; 20% Years 1-4), Jodi Swanson (Co-PI; 20% Years 1-4), Richard Fabes (Co-PI; 10% Years 1-4), **Natalie D. Wilkens** (Co-I, 7.5% Years 1 and 2; 15.8% Years 3 and 4), Robert Bradley (Co-I; 8% Years 1-4)

2014, National Institutes of Health (P01), *Family Migration Context and Early Life Outcomes*. Jennifer Glick (Program Director/Administrator)

R01 – Project 1 (of 3 projects): *Family Migration Context and Socio-emotional Competence*. Robert Bradley (PI; 7.5% Years 1-5), **Natalie D. Wilkens** (Co-I, 15% Years 1-5), and Cecilia Menjivar (Co-I; 7.5% Years 1-5)

Proposals Not Funded

2011, National Science Foundation (PD 08-1698)

Predictors of regulation and adjustment in children of Mexican origin. Tracy L. Spinrad (PI; 8.3% Years 1-3), Nancy Eisenberg (PI; 4.2% Years 1-3), Armando Piña (Co-PI; 4.2% Years 1-3), **Natalie D. Eggum** (Co-PI; 2% Years 2 and 3), and Mark Reiser (Co-PI; 2% Years 2 and 3)

2010, National Science Foundation (Program Announcement 10-586)

Expertise reconsidered: Enriching models of expertise through the integration of motivation and emotion. Jenefer Husman (PI), Sarah Brem (Co-I), and **Natalie D. Eggum** (Statistical Analyst; 8.3% for Years 1, 2, and 3)

2010, National Institutes of Health (R01)

Predictors of regulation and adjustment in children of Mexican origin. Tracy L. Spinrad (PI; 25% Years 1-5), Nancy Eisenberg (PI; 16.7% Years 1-5), Armando Piña (Co-PI; 12.5% Years 1-5), **Natalie D. Eggum** (Co-PI; 8.3% Years 1-5), Brian Verrelli (Co-PI; 8.3% Years 1-5), and Mark Reiser (Co-PI; 8.3% Years 1-5)

Internal Research Funding

Completed Funding

2013-2014, Arizona State University, College of Liberal Arts and Sciences and the T. Denny Sanford School of Social and Family Dynamics (Seed Funding Mechanism), \$31,953

Funded data collection for pilot study: *Measuring social competence in diverse migration contexts*.

Jennifer Glick (PI), Robert Bradley (Co), **Natalie D. Eggum** (Co), Sarah Hayford (Co), Francisco Lara-Valencia (Co), Scott Yabiku (Co)

2010, Arizona State University, The Gulliot Endowment, \$3,500

Partially funded for data collection of two studies in Uganda: *Adjustment and children of the Karamojong tribe (ACKT)* and *Gender, relationships, and social participation (GRASP)*

Natalie D. Eggum (Primary Investigator) and Julie Sallquist (Co-Investigator)

Statistical Consulting

Carlos Valiente (PI), *Social and emotional processes involved in academic competence* (CAREER: National Science Foundation), T. Denny Sanford School of Social and Family Dynamics, Arizona State University, Fall 2010-Fall 2012

Jenefer E. Husman (PI), *Connecting with the future: Supporting identity and career development in post-secondary science and engineering* (CAREER: National Science Foundation), T. Denny Sanford School of Social and Family Dynamics, Arizona State University, Fall 2010-Fall 2011

Quantitative Skills

Graduate-Level Coursework in Quantitative Methods

†Indicates that course was audited. If course was not audited, an “A” was earned.

- Intermediate statistics (e.g., ANOVA), D. MacKinnon
- Multiple regression (e.g., multiple predictors, moderation, assumptions, diagnostics), L. Aiken
- Analysis of multivariate data (e.g., factor analysis, MANOVA), L. Aiken
- Structural equation modeling (e.g., CFA, multiple-group models, invariance), R. Millsap
- Psychometric methods (e.g., reliability and validity), R. Millsap
- Multi-level modeling (e.g., growth models, random intercept and coefficient models), C. Enders
- Advanced structural equation modeling and longitudinal modeling I (e.g., cross-lagged panel models, transition models), M. Reiser
- Advanced longitudinal methods and categorical models (e.g., logistic regression, mixed models), M. Reiser
- Longitudinal growth modeling (e.g., growth curve, parallel process, 3-level models), C. Enders†
- Missing data (e.g., assumptions, estimation, multiple imputation), C. Enders†
- Introduction to statistical mediation analysis (e.g., multiple, sequential, longitudinal mediation), D. MacKinnon†
- Latent class modeling (e.g., classical latent class analysis, latent transition analysis), C. Geiser†

Additional Professional Development Training in Quantitative Methods and Design

Introduction to Finite Mixture Models – Instructed by Jeffrey R. Harring, The Center for Integrated Latent Variable Research at the University of Maryland, College Park, MD, December 4-6, 2013

Models for Continuous and Limited Dependent Variables Using R Workshop – Instructed by Rodolfo Espino, Arizona State University, Tempe, AZ, May 14-18, 2012

Selected participant for the 16th Annual Summer Institute on Innovative Methods: The Multiphase Optimization Strategy (MOST-a framework for optimizing and evaluating multi-component behavioral interventions for prevention or treatment) – Instructed by Linda Collins and sponsored by The Pennsylvania State University’s Methodology Center and the National Institute on Drug Abuse, Bethesda, MD, September 8-9, 2011

Modeling Diary Data with Hierarchical Linear Models Workshop – Instructed by Jean-Philippe Laurenceau and Niall Bolger, University of Massachusetts, Amherst, MA, June 28-July 1, 2011

Bayesian Analysis Using *Mplus* Workshop – Instructed by Bengt Muthén and Tihomir Asparouhov, University of Connecticut, Storrs, CT, May 24, 2011

Modern Modeling Methods Conference, University of Connecticut, Storrs, CT, May 25-26, 2011

Dyadic Data Analysis Workshop – Instructed by David A. Kenny and Tessa V. West, University of Connecticut, Storrs, CT, June 21-25, 2010

Statistical Programs

Mplus, SPSS, HLM, SAS, R, Latent Gold, and NORM for Windows.

Information Regarding Teaching

- Summary of student evaluation of instruction is available from the T. Denny Sanford School of Social and Family
- † Denotes new course developed (i.e., course did not exist until I created it)

Teaching Experience

Graduate Courses Instructed

† T. Denny Sanford School of Social and Family Dynamics, Arizona State University, *Latent Growth and Mixture Models with Longitudinal Data (CDE 598)*. Description: In an in-person, small-class-size format, I emphasize practical applications of latent growth models from a structural equation modeling perspective, as well as growth mixture models. In addition to discussing concepts related to longitudinal methods and design, students learn how to model longitudinal data with *Mplus* software (e.g., single-variable latent growth models with time-invariant or time-varying covariates and distal outcomes, parallel process latent growth models, multiple-variable latent growth models, latent class growth and growth mixture models with covariates and distal outcomes), interpret output, and report results of analyses. Students are evaluated based on homework assignments, a final project written assignment, and a final project presentation.

- Spring 2014: 8 students (plus 6 non-registered, auditing students)

† T. Denny Sanford School of Social and Family Dynamics, Arizona State University, *Structural Equation Modeling with Longitudinal Data (CDE 591)*. Description: In an in-person, small-class-size format, I emphasize practical applications of longitudinal data analyses from a structural equation modeling perspective. In addition to discussing concepts related to longitudinal methods and design, students learn how to prepare data for analysis, model longitudinal data with *Mplus* software (e.g., panel models with observed and latent variables, measurement invariance testing, multiple-group modeling, longitudinal mediation), interpret output, and report analyses results. Students are evaluated based on homework assignments, a final project written assignment, and a final project presentation.

- Fall 2013: 7 students

† T. Denny Sanford School of Social and Family Dynamics, Arizona State University, *Longitudinal Methods (CDE 598)*. Description: In an in-person, small-class-size format, I emphasize practical applications of longitudinal data analyses from a structural equation modeling perspective. In addition to discussing concepts related to longitudinal methods and design, students learn how to prepare data for analysis, model longitudinal data with *Mplus* software (e.g., panel models with observed and latent variables, measurement invariance testing, latent growth models with time-invariant covariates), interpret output, and report analyses results. Students are evaluated based on homework assignments and a final project written assignment.

- Fall 2011: 11 students (plus 2 non-registered students)

Undergraduate Courses Instructed

T. Denny Sanford School of Social and Family Dynamics, Arizona State University, *Social Statistics I (SOC 390)*. Description: I cover basic data analysis concepts and procedures used by researchers in the social sciences. We review ways of describing data (“descriptive statistics”) and focus on methods of testing hypotheses (“inferential statistics”). Students learn how to perform statistical calculations by hand

and how to execute and interpret results with statistical software. Students are evaluated based on homework assignments, in-class participation, and exams.

- Fall 2013: 39 students
- Spring 2013: 32 students
 - Supervised 1 honors enrichment contract project
- Fall 2012: 40 students
 - Supervised 1 honors enrichment contract project
- Spring 2012: 38 students
 - Supervised 2 honors enrichment contract projects
- Spring 2011: 39 students

Department of Psychology, Arizona State University, *Developmental Psychology (PGS 341)*. Description: In an in-person, small-class-size format, I introduce students to human development as described by psychological principles, theory, and research. I emphasize children's social, emotional, and cognitive development. Students are evaluated based on exams and three writing assignments.

- Fall 2008: 23 students
 - Supervised 2 honors enrichment contract projects

Teaching Assistantships

Department of Psychology, Arizona State University, *Abnormal Child Psychology (PGS 443)*, Summer 2006

Department of Psychology, Arizona State University, *Social Psychology (PGS 350)*, Summer 2005

Guest Lectures

Psychology Department, Arizona State University, *Friendships and Peer Groups* for Developmental Psychology (PGS 341), April 21, 2008

Psychology Department, Arizona State University, *Peer Relationships* for Developmental Psychology (PGS 341), April 18, 2007

Supervisory Experience

Graduate Student Mentoring - Research

Supervisor for Volunteer Research Assistant, T. Denny Sanford School of Social and Family Dynamics, Arizona State University

- Flora Farago, Fall 2012-present

Primary Advisor and Supervisor for Research Assistant, T. Denny Sanford School of Social and Family Dynamics, Arizona State University

- Danming An, Fall 2014-present
- Linlin Zhang, Fall 2011-present

Co-Supervisor for Research Assistant, T. Denny Sanford School of Social and Family Dynamics, Arizona State University

- Andrea Vest, Spring 2011

Mentoring of Post-Undergraduate Volunteers

Supervisor for Volunteer Research Assistants, T. Denny Sanford School of Social and Family Dynamics, Arizona State University

- Hafsa Ibrahim – Fall 2013-Spring 2014
- Aubrey Utter – Fall 2013-Spring 2014

Undergraduate Student Mentoring

Supervisor for Supervised Research Experience (FAS 390/499), T. Denny Sanford School of Social and Family Dynamics, Arizona State University

- Abbey Pellino – Fall 2014
- Kari Eckert – Spring 2014-Fall 2014
- Hafsa Ibrahim – Fall 2012-Spring 2013
- Casiana Pascariu – Fall 2011-Spring 2012
- Mrwah Ahmad – Spring 2011-Fall 2011
- Brittany Walton – Spring 2011-Fall 2011
- Bianca Finocchiaro – Spring 2011
- Camille Sitto – Spring 2011

Faculty Mentor for Rosalva Santiago, President Barack Obama Scholars Program, Arizona State University, Fall 2010-Spring 2011

Information Regarding Student Committees

- My typical role is to provide guidance in design and data analysis, which often requires substantial time helping students plan, conduct, and interpret data analyses

Student Committees

Doctoral Dissertation Committee Member, Arizona State University

- Priscilla M. Goble (Family and Human Development), defended June 24, 2014
- Alicia Moss DiDonato (Family and Human Development), defended March 31, 2014
- Kimberly S. Burrola (Family and Human Development), defended April 9, 2012
- Bridget Granville Seeley (Educational Psychology), defended March 8, 2012
- Nicholas Bishop (Sociology), defended June 1, 2011

Comprehensive Examination Co-Chair, Arizona State University

- Linlin Zhang (Family and Human Development), in progress

Comprehensive Examination Committee Member, Arizona State University

- Naomi C. Z. Andrews (Family and Human Development), defended August 25, 2014
- Sue A. Rodríguez (Family and Human Development), defended September 16, 2013
- Priscilla M. Goble (Family and Human Development), defended July 19, 2012

Master's Thesis Committee Member, Arizona State University

- Yi Li (Psychology), defended August 14, 2014
- Khaerannisa Cortes (Family and Human Development), defended April 2, 2013

- Sara Seyed-Nozadi (Family and Human Development), defended October 4, 2011
- Idean Ettekal (Family and Human Development), defended June 22, 2011

Undergraduate Student Honors Thesis Second Reader, Arizona State University

- Hasana Abdul-Quadir (Family and Human Development), in progress
- Lauren Aboud (English), defended April 3, 2013

Undergraduate Student Honors Thesis Third Reader, Arizona State University

- Katherine Travis (Psychology), defended March 27, 2013
- Khaerannisa Cortes (Family and Human Development), defended April 6, 2011
- Tessa Frederick (Psychology), defended April 23, 2010

Honors, Scholarships, and Awards

Recipient, College of Liberal Arts and Sciences Zebulon Pearce Distinguished Teaching Award in Social Sciences, Arizona State University, 2014

Nominee, Faculty Women's Association Outstanding Faculty Mentor Award, Arizona State University, 2014

Selected Participant and Travel Stipend Recipient, The Child Development and Behavior Branch of the Eunice Kennedy Shriver National Institute of Child Health and Human Development (NICHD) workshop, *Executive Function in Preschool Children: Current Knowledge and Research Opportunities*, Bethesda, MD, June 8-9, 2010

Student Travel Award, Society for Research in Child Development, 2009

Nominee, Philanthropic Educational Organization Scholar Award, 2008

Nominee, Faculty Women's Association Annual Distinguished Achievement Award for Doctoral Degree Candidates, Arizona State University, 2008

Travel Grant, Division of Graduate Studies, Arizona State University, 2008

Service

Service to the School or Department

Committee Member, Graduate Committee (Program in Family and Human Development), T. Denny Sanford School of Social and Family Dynamics, Fall 2013-Spring 2014

Committee Member, Undergraduate Programs Committee, T. Denny Sanford School of Social and Family Dynamics, Fall 2012-Spring 2013

Committee Member, Assistant Professor Innovative Methodology Search Committee, T. Denny Sanford School of Social and Family Dynamics, Fall 2012-Spring 2012

Search Committee Member, Postdoctoral Research Fellow for the Measurement and Statistical Analysis

Specialization, T. Denny Sanford School of Social and Family Dynamics, Spring 2012

Selection Committee Member and Panel Member, Professional Development Conference for Undergraduates Interested in Graduate Training in Family and Child Sciences, T. Denny Sanford School of Social and Family Dynamics, Fall 2011

Planning Committee for the Measurement and Statistical Analysis Specialization, T. Denny Sanford School of Social and Family Dynamics, Fall 2010-present

Graduate Student Representative, Psychology Colloquium Series Committee, 2008-2009

Graduate Student Representative, Developmental Psychology Graduate Recruitment and Admissions Committee, and Professional Development Series Planning Committee, 2007-2008

Service to the Profession

Grant Reviewer

- *Israel Science Foundation*, 1 review since 2014

Conference Proposal Reviewer

- Society for Research in Child Development's Developmental Methods Conference, 2011

Ad hoc Reviewer

- *Child Development*, 8 reviews since 2008
- *Child Development Perspectives*, 4 reviews since 2008
- *Cognition and Emotion*, 1 review since 2010
- *Developmental Psychology*, 1 review since 2011
- *Early Education and Development*, 1 review since 2012
- *Emotion*, 1 review since 2013
- *Infant and Child Development*, 1 review since 2013
- *Infant Behavior and Development*, 1 review since 2011
- *International Journal of Behavioral Development*, 1 review since 2010
- *International Perspectives in Psychology: Research, Practice, & Consultation*, 1 review since 2012
- *Journal of Adolescence*, 2 reviews since 2012
- *Journal of Applied Developmental Psychology*, 2 reviews since 2010
- *Journal of Child and Family Studies*, 1 review since 2011
- *Journal of Clinical Child and Adolescent Psychology*, 2 reviews since 2013
- *Journal of Experimental Child Psychology*, 1 reviews since 2010
- *Journal of Genetic Psychology*, 3 reviews since 2008
- *Journal of Research on Adolescence*, 1 review since 2013
- *Learning and Individual Differences*, 1 review since 2012
- *Merrill-Palmer Quarterly*, 2 reviews since 2012
- *Motivation and Emotion*, 2 reviews since 2012
- *Psychological Assessment*, 1 review since 2012
- *Sex Roles*, 2 reviews since 2012
- *Social Development*, 12 reviews since 2007

Service to the Local and International Community

Pasadena Neighborhood Association, 2013 (Phoenix, AZ)

- Assisted in writing a grant proposal funded by the City of Phoenix to obtain equipment for crime prevention and graffiti removal

Hope 4 Kids International, 2003-present (Kenya; Uganda; Namibia)

- Provide support for Ugandan orphans' boarding school, healthcare, and food
- Sponsor hospital and prison outreach program serving East Uganda
- Deliver medical supplies, clothing, and food to Ugandan hospitals and villages
- Remodeled hostels housing Namibian orphans
- Donate curriculum, educational materials, and textbooks to Ugandan schools
- Coordinated partnership with Makerere University to provide psychological services to Ugandan orphans
- Developed educational materials regarding HIV/AIDS, abuse, parenting, and child development for True Vine Team Ministries and the Early Child Development Program

United Methodist Outreach Ministries New Day Center, 2006-2009 (Phoenix, AZ)

- Read to children at homeless shelter through the Read-to-Me Program
- Participated in activities for shelter residents (e.g., back-to-school block party)
- Coordinated Eisenberg/Spinrad laboratory holiday donations for shelter residents

Mental Health Association of Arizona, 2003 (Scottsdale, AZ)

- Developed strategies for recruiting and retaining volunteers
- Conducted statistical analyses for the Suicide Prevention Program
- Replied to queries for the Information and Referral Department
- Assisted staff during monthly events held for individuals with mental illness

Professional Memberships

Arizona State University Faculty Women's Association

American Psychological Association (Division 5 – Evaluation, Measurement, and Statistics; Division 7 – Developmental Psychology)

International Society on Infant Studies

Society for Research in Child Development

Professional Development Activities

Faculty Women's Association, Workshop: Preparing Your Portfolio for Review, Arizona State University, Tempe, AZ, March 5, 2014

Faculty Women's Association, Workshop: Preparing for Third Year Review, Arizona State University, Tempe, AZ, October 28, 2013

College of Liberal Arts and Sciences, Promotion and Tenure Workshop, Arizona State University, Tempe, AZ, February 22, 2013

Faculty Women's Association, Panel Discussion: Promotion and Tenure, Arizona State University, Tempe, AZ, January 30, 2013

Faculty Women's Association, Negotiations: Women Don't Ask but They Should, Arizona State University, Tempe, AZ, October 20, 2011

Faculty Women's Association, Panel Discussion: Balancing Life in Academia with Personal Relationships and Family, Arizona State University, Tempe, AZ, February 24, 2010

Developmental Psychology, Professional Development Series, Arizona State University, Tempe, AZ, 2004-2009

Department of Psychology, Grant Writing/Professional Development Course (PSY 591), Arizona State University, Tempe, AZ, Fall 2006

Related Professional Experience

Psychology Press/Routledge/Taylor and Francis, *Reviewer*, 2012

- Reviewed book proposal and sample chapter for a book on latent variable modeling
- Reviewed book proposal and sample chapter for a book on longitudinal structural models

Hope 4 Kids International, *Assistant to the Founding President*, 2004

- Managed Ugandan Orphan Sponsorship Program
- Wrote and distributed press releases
- Maintained financial database

Mental Health Association of Arizona, *Advocacy Specialist*, 2003-2004

- Educated AZ legislators and mental health service consumers in mental health issues
- Implemented Voter Empowerment Campaign strategies
- Coordinated and attended Mental Health Insurance Parity Coalition meetings
- Researched and developed position papers pertaining to mental health legislation
- Served on and executed directives of Public Policy Committee
- Attended conferences pertaining to clinical treatment and juvenile justice
- Participated in advocacy meetings for Protecting Arizona's Families Coalition and Arizona's Bridge to Independent Living

Scott T. Yabiku

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EDUCATION

2002	Ph.D.	University of Michigan, Sociology
1997	M.A.	Penn State University, Sociology and Demography
1995	B.A.	University of Chicago, Sociology

PROFESSIONAL EXPERIENCE

2008-present	Associate Professor, Arizona State University, T. Denny Sanford School of Social and Family Dynamics
2002-2008	Assistant Professor, Arizona State University, T. Denny Sanford School of Social and Family Dynamics

RESEARCH

Active Research Support

2012-2017	CNH: Feedbacks Between Human Community Dynamics and Socioecological Vulnerability in a Biodiversity Hotspot. BCS-1211498. Scott Yabiku (Role: Principal Investigator . I envisioned this international project, assembled the multidisciplinary team that represents 4 institutions, and secured funding after 2 proposal submissions. I have overall responsibility for the entire project.), with Sharon Hall, Abigail York, Dirgha Ghimire, Li An, Jennifer Glick, and Sean Murphy. National Science Foundation, Dynamics of Coupled Natural and Human Systems Program, \$1,449,521 total costs.
2013-2015	Innovation in the Measurement of Community Contextual Features. R21HD073758. Scott Yabiku (Role: Principal Investigator . I envisioned this international project, assembled the multidisciplinary team, and secured funding after 2 proposal submissions. I have overall responsibility for the entire project.), with Jennifer Glick, Dirgha Ghimire, and Elizabeth Wentz. National Institute of Child Health and Human Development, \$430,853 total costs.
2007-2017	Health Disparities Research at SIRC: Cultural Processes in Risk and Resiliency. P20MD002316. Scott Yabiku (Role: Co-Investigator . I contributed methodology expertise, and during the grant I have published papers and served as the Director of the Research Education and Training Core), with Flavio Marsiglia (Project Director) and others. National Institute on Minority Health and Health Disparities,

\$7,052,398 total costs (years 1-5), and renewal \$6,300,000 total costs (years 6-10).

Completed Research Support

- 2008-2011 School Characteristics and Marriage Timing. R03HD057357. Scott Yabiku (**Role: Principal Investigator**. I had responsibility for all aspects of this project). National Institute of Child Health and Human Development, \$142,015 total costs.
- 2007-2013 PIRE Collaborative Research and Training in Social Context, Population Processes, and Environmental Change. OISE-0729709. Scott Yabiku (**Role: Co-Principal Investigator**. I led training (undergraduate and graduate student) activities at ASU and research fieldwork in Nepal for the ASU component of this project, which was a \$300,000 subcontract of the total costs), with William Axinn (Principal Investigator), Jianguo Liu, Lisa Pearce, and Li An. National Science Foundation, \$2,498,646 total costs.
- 2009-2012 Family Migration Context, Development and Early School Outcomes. R21HD058141. Scott Yabiku (**Role: Co-Investigator**. I contributed methodology expertise and published papers), with Jennifer E. Glick (Principal Investigator) and Laura Hanish. National Institute of Child Health and Human Development, \$404,810 total costs.
- 2008-2013 Childbearing Dynamics in a Setting of High HIV Prevalence and Massive ART Rollout. R01HD058365. Scott Yabiku (**Role: Co-Investigator**. I contributed methodology expertise, analyzed data, and published papers), with Victor Agadjanian (Principal Investigator) and Cecilia Menjívar. National Institute of Child Health and Human Development, \$1,635,660 total costs.
- 2004-2011 Central Arizona-Phoenix LTER: Phase 2. DEB-0423704. Scott Yabiku (**Role: Senior Personnel**. I led the social science component of the North Desert Village site. This was a true experimental design on occupied housing units to test how different landscape treatments affect individuals' environmental values and preferences), with Daniel Childers (Principal Investigator), and others. National Science Foundation, \$5,461,835 total costs.
- 2006-2010 Religious Organizations and HIV/AIDS Prevention and Care. R01HD05175. Scott Yabiku (**Role: Co-Investigator**. I contributed methodology expertise, analyzed data, and published papers), with Victor Agadjanian (Principal Investigator) and Cecilia Menjívar. National Institute of Child Health and Human Development, \$1,033,236 total costs.
- 2006-2008 Men's Migration and Women's HIV/AIDS risks. R21HD048257. Scott Yabiku (**Role: Co-Investigator**. I contributed methodology expertise, analyzed data, and published papers), with Victor Agadjanian (Principal Investigator) and Cecilia

Menjívar. National Institute of Child Health and Human Development, \$305,129 total costs.

Refereed Articles (* indicates student authors)

40. Sangalang, Cindy, Angela Chen, Stephen S. Kulis, and Scott T. Yabiku (10%). Forthcoming. "Development and Validation of a Racial Discrimination Measure for Cambodian American Adolescents." *Asian American Journal of Psychology*.
39. Glick, Jennifer E. and Scott T. Yabiku (40%). 2014. "A moving paradox: A binational view of obesity and residential mobility." *Journal of Immigrant and Minority Health*.
38. Agadjanian, Victor and Scott T. Yabiku (30%). 2014. "Religious Affiliation and Fertility in a Sub-Saharan Context: Dynamic and Lifetime Perspectives." *Population Research and Policy Review*.
37. Yabiku, Scott T. (70%), Victor Agadjanian, and Boaventura Cau. 2012. "Labor Migration and Child Mortality in Mozambique." *Social Science & Medicine* 75(12): 2530-2538.
36. Glick, Jennifer E., Laura Hanish, Scott T. Yabiku (10%), and Robert H. Bradley. 2012. "Migration timing and parenting practices: Contributions to social development in preschoolers with foreign-born and native-born mothers." *Child Development* 83(5): 1527-1542.
35. Samenow, Charles P., Scott T. Yabiku (30%), Marine Ghulyan, Betsy Williams and William Swiggart. 2012. "The Role of Family of Origin in Physicians Referred to a CME Course." *HEC Forum* 24(2): 115-26.
34. Agadjanian, Victor, Scott T. Yabiku (30%), and *Boaventura Cau. 2011. "Men's migration and women's fertility in rural Mozambique." *Demography* 48(3): 1029-48.
33. Marsiglia, Flavio F., Scott T. Yabiku (20%), Stephen Kulis, Tanya Nieri, Monica Parsai, and *David Becerra. 2011. "The influence of linguistic acculturation and gender on the initiation of substance use among Mexican heritage preadolescents in the borderlands." *Journal of Early Adolescence*. 31(2): 271-299.
32. Marsiglia, Flavio F., Stephen Kulis, Scott T. Yabiku (20%), Tanya A. Nieri and *Elizabeth Coleman. 2011. "When to Intervene: Elementary School, Middle School or Both? Effects of keepin' It REAL on Substance Use Trajectories of Mexican Heritage Youth." *Prevention Science* 12(1): 48-62.
31. Yabiku, Scott T. (60%), Victor Agadjanian, and *Arusyak Sevoyan. 2010. "Husbands' labour migration and wives' autonomy, Mozambique 2000-2006." *Population Studies* 64(3): 293-306.

30. Yabiku, Scott T. (50%), Flavio F. Marsiglia, Stephen Kulis, Monica B. Parsai, *David Becerra, and *Melissa Del-Colle. 2010. "Parental Monitoring and Changes in Substance Use Among Latino/a and Non-Latino/a Pre-adolescents in the Southwest." *Substance Use & Misuse* 45(14): 2524-2550.
29. Gager, Constance T. and Scott T. Yabiku (40%). 2010. "Who Has the Time? The Relationship between Household Labor Time and Sexual Frequency." *Journal of Family Issues* 31(2): 135-163.
28. Marsiglia, Flavio F., Scott T. Yabiku (20%), Stephen Kulis, Tanya Nieri, and Benjamin Lewin. 2010. "Influences of school Latino composition and linguistic acculturation on a prevention program for Youths." *Social Work Research* 34: 6-19.
27. Glick, Jennifer E., *Littisha Bates, and Scott T. Yabiku (10%). 2009. "Mother's Age at Arrival in the United States and Early Cognitive Development." *Early Childhood Research Quarterly* 24: 367-380.
26. Yabiku, Scott T. (70%) and Constance T. Gager. 2009. "Sexual Frequency and the Stability of Marital and Cohabiting Unions." *Journal of Marriage and the Family* 71(4): 983-1000.
25. Larson, Kelli L., David Casagrande, Sharon L. Harlan, and Scott T. Yabiku (10%). 2009. "Residents' Yard Choices and Rationales in a Desert City: Social Priorities, Ecological Impacts, and Decision Tradeoffs." *Environmental Management* 44(5): 921-937.
24. Yabiku, Scott T. (70%), Jennifer E. Glick, Elizabeth A. Wentz, Steven A. Haas, and *Li Zhu. 2009. "Migration, health, and environment in the desert southwest." *Population & Environment* 30(4-5): 131-158.
23. Yabiku, Scott T. (90%) and *Sarah Schlabach. 2009. "Social Change and the Relationships Between Education and Employment." *Population Research and Policy Review* 28(4): 533-549.
22. Agadjanian, Victor, Scott T. Yabiku (30%), and *Lubayna Fawcett. 2009. "History, Community Milieu, and Christian-Muslim Differentials in Contraceptive Use in Sub-Saharan Africa." *Journal for the Scientific Study of Religion* 48(3): 462-479.
21. Harlan, Sharon L., Scott T. Yabiku (40%), Larissa Larsen, and Anthony J. Brazel. 2009. "Household Water Consumption in an Arid City: Affluence, Affordance, and Attitudes." *Society & Natural Resources* 22(8): 691-709.
20. Holley, Lynn C., Lorraine Moya Salas, Flavio F. Marsiglia, Scott T. Yabiku (10%), *Blythe Fitzharris, and Kelly F. Jackson. 2009. "Youth of Mexican Descent of the Southwest: Exploring Differences in Ethnic Labels." *Children and Schools* 31(1): 15-26.

19. *Dommaraju, PremChand, Victor Agadjanian, and Scott T. Yabiku (10%). 2008. "The Pervasive and Persistent Impact of Caste on Child Mortality in India." *Population Research and Policy Review* 27(4): 477-495.
18. Yabiku, Scott T. (70%), David G. Casagrande, and *Elizabeth Farley-Metzger. 2008. "Preferences for Landscape Choice in a Southwestern Desert City." *Environment & Behavior* 40(3): 382-400.
17. Dixon, Andrea L., Scott T. Yabiku (30%), Scott K. Okamoto, Sheila S. Tann, Flavio F. Marsiglia, Stephen Kulis, and *Aimee M. Burke. 2007. "The Efficacy of a Multicultural Prevention Intervention among Urban American Indian Youth in the Southwest U.S." *Journal of Primary Prevention* 28(6): 547-568.
16. Yabiku, Scott T. (40%), Andrea D. Rayle, Scott K. Okamoto, Flavio F. Marsiglia, and Stephen S. Kulis. 2007. "The Effect of Neighborhood Context on the Drug Use of American Indian Youth of the Southwest." *Journal of Ethnicity in Substance Abuse* 6(2): 181-204.
15. Tann, Sheila S., Scott T. Yabiku (30%), Scott K. Okamoto, and *Jessica Yanow. 2007. "triADD: The Risk for Alcohol Abuse, Depression, and Diabetes Multimorbidity in American Indian Populations." *American Indian and Alaska Native Mental Health Research* 14(1): 1-23.
14. Kulis, Stephen, Scott T. Yabiku (20%), Flavio F. Marsiglia, *Tanya Nieri, and *Ashley Crossman. 2007. "Differences by Gender, Ethnicity, and Acculturation in the Efficacy of the keepin' it REAL Model Prevention Program." *Journal of Drug Education* 37(2): 123-144.
13. Casagrande, David G., Diane Hope, *Elizabeth Farley-Metzger, William Cook, Scott Yabiku (10%), and Charles Redman. 2007. "Problem and opportunity: Integrating anthropology, ecology, and policy through adaptive experimentation in the urban Southwest U.S." *Human Organization* 66(2): 125-139.
12. Yabiku, Scott T. (60%), Stephen Kulis, Flavio Francisco Marsiglia, Ben Lewin, *Tanya Nieri, and *Syed Hussaini. 2007. "Neighborhood Effects on the Efficacy of a Program to Prevent Youth Alcohol Use." *Substance Use & Misuse* 42(1): 65-87.
11. Kulis, Stephen, *Tanya Nieri, Scott Yabiku (15%), Layne K. Stromwall, and Flavio Francisco Marsiglia. 2007. "Promoting Reduced and Discontinued Substance Use among Adolescent Substance Users: Effectiveness of a Universal Prevention Program." *Prevention Science* 8: 35-49.
10. Yabiku, Scott T. (100%) 2006. "Land Use and Marriage Timing in Nepal." *Population & Environment* 27: 445-461.

9. Yabiku, Scott T. 2006. (100%) "Neighbors and Neighborhoods: Effects on Marriage Timing." *Population Research and Policy Review* 25(4): 305-327.
8. *Holley, Paul, Scott T. Yabiku (40%), and Mary Benin. 2006. "The Relationship Between Intelligence and Divorce." *Journal of Family Issues* 27: 1723-1748.
7. Ghimire, Dirgha J., William G. Axinn, Scott T. Yabiku (10%), and Arland Thornton. 2006. "Social Change, Premarital Nonfamily Experience and Spouse Choice in an Arranged Marriage Society." *American Journal of Sociology* 111: 1181-1218.
6. Yabiku, Scott T. (70%) and Diane W. Farone. 2006. "Social and Personal Coping Resources, Functional Impairment, and Perceived Health Status Among Mexican-Origin Elders." *Journal of Ethnic & Cultural Diversity in Social Work* 15(3/4): 31-50.
5. Yabiku, Scott T. (100%) 2005. "The Effect of Non-family Experiences on Age of Marriage in a Setting of Rapid Social Change." *Population Studies* 59: 339-354.
4. Yabiku, Scott T. (100%) 2004. "Marriage Timing in Nepal: Organizational Effects and Individual Mechanisms." *Social Forces* 83:559-586.
3. Axinn, William G. and Scott T. Yabiku (40%). 2001. "Social Change, the Social Organization of Families, and Fertility Limitation." *American Journal of Sociology* 106(5): 1219-1261.
2. Yabiku, Scott T. (100%) 2000. "Family History and Pensions: The Relationships Between Marriage, Divorce, Children, and Private Pension Coverage." *Journal of Aging Studies* 14(3): 293-312.
1. Yabiku, Scott T. (60%), William G. Axinn, and Arland Thornton. 1999. "Family Integration and Children's Self-Esteem." *American Journal of Sociology* 105: 1494-1524.

Book Chapters

1. Tanner, Jennifer L. and Scott T. Yabiku (50%). 1999. "The Economies of Young Adulthood: One Future or Two?" in *Transitions to Adulthood in a Changing Economy: No Work, No Family, No Future?* Alan Booth, Ann C. Crouter, and Michael J. Shanahan (Eds.). Westport, CT: Praeger Publishers.

Work in Progress

Yabiku, Scott. T, Abigail York, and Sharon Hall. "Armed Conflict, Community Forest User Groups, and Natural Resource Management." In progress.

- *Sabharwal, Rehba, and Scott T. Yabiku. "Getting Married: Do looks matter?" *Biodemography and Social Biology*. Revise and resubmit.

*Huang, Chih-Chien, Scott T. Yabiku, Stephanie Ayers, and Jennie Kronenfeld. "The Effect of Household Technology on Body Mass Index among Chinese Adults." *Population Research and Policy Review*. Revise and resubmit.

*Huang, Chih-Chien, Scott T. Yabiku, Stephanie Ayers, and Jennie Kronenfeld. "The Obesity Pay Gap: Gender, Body Size, and Wage Inequalities A longitudinal study of Chinese adults, 1991-2009." In review.

Conference Presentations

Yabiku, Scott T., Sharon J. Hall, Abigail M. York, Jennifer E. Glick, and Dirgha J. Ghimire. 2014. "Tablet-assisted collection and mapping of human disturbance activities across complex social-ecological landscapes." Accepted for poster presentation at the Ecological Society of America Annual Meeting, August 10-15, Sacramento, CA.

Yabiku, Scott T., Sharon J. Hall, and Abigail M. York. 2014. "Armed Conflict, Community Forest User Groups, and Natural Resource Management." Paper presented at the Population Association of America Annual Meeting, May 1-3, Boston, MA.

Dai, Jie, Hall, Sharon J. Hall, Li An, Scott T. Yabiku, Dirgha Ghimire, and Abigail York. 2014. "Linking Forest Health with Vulnerability to an Invasive Plant Species: A Case Study in Chitwan, Nepal." Paper presented at the Association of American Geographers Annual Meeting, April 8-12, Tampa, FL.

Huang, Chih-Chien, Scott T. Yabiku, and Jennie J. Kronenfeld. 2014. "The Effect of Household Technology on Obesity and Weight Gain among Chinese Adults." Poster presented at the Population Association of America Annual Meeting, May 1-3, Boston, MA.

Yabiku, Scott T. and Jennifer E. Glick. 2013. "Children's Schooling, Parental Migration, and Environment in Nepal." Poster presented at the International Union for the Scientific Study of Population meetings, August 26-31, Busan, Korea.

Glick, Jennifer E., Carey E. Cooper, and Scott T. Yabiku. 2013. "The schooling of migrant children across contexts: US- and Mexican-born children of Immigrants in the United States and Mexico." Poster presented at the International Union for the Scientific Study of Population meetings, August 26-31, Busan, Korea.

Yabiku, Scott T. 2013 and Victor Agadjanian. "Men's Labor Migration and Schooling of Children Left Behind in Rural Mozambique." Paper presented at the International Union for the Scientific Study of Population meetings, August 26-31, Busan, Korea.

Yabiku, Scott T. 2013. "Parental Migration across the Life Course and Children's Schooling in Nepal." Poster presented at the Population Association of America Annual Meeting, April 11-13, New Orleans, LA.

- Yabiku, Scott T. 2013. "Father's Labor Migration and Children's School Discontinuation in Rural Mozambique." Paper presented at the Population Association of America Annual Meeting, April 11-13, New Orleans, LA.
- Yabiku, Scott T. and Jennifer E. Glick. 2012. "Data Collection Methods to Improve Measurement of Community Contextual Features." Paper presented at the Population Association of America Annual Meeting, May 3-5, San Francisco, CA.
- Yabiku, Scott T., and V. Agadjanian. 2012. "Individual and contextual dimensions of religion and women's autonomy in Mozambique." Paper presented at the Population Association of America Annual Meeting, May 3-5, San Francisco, CA.
- Yabiku, Scott T., Victor Agadjanian, and Boaventura Cau. 2011. "Labor Migration and Child Mortality in Mozambique." Paper presented at the annual meeting of the Population Association of America, March 31-April 2, Washington, D.C.
- Yabiku, Scott T. 2011. "School Characteristics and the Transition to Marriage in Chitwan, Nepal." Paper presented at the annual meeting of the Population Association of America, March 31-April 2, Washington, D.C.
- Kulis, Stephen, Flavio Marsiglia, Scott T. Yabiku, Nicole Weller, and Stephanie Ayers. 2011. "Addressing Acculturation as a Risk Factor for Substance Use with an Enhanced Version of keepin' it REAL for Latino Youth in Middle School." Paper presented at the annual meeting of the Society for Prevention Research, June, Washington, DC.
- Yabiku, Scott T. and *Seung Yong Han. 2010. "Neighborhood Toxic Emissions, Migration and Mobility." Poster presented at the annual meeting of the Population Association of America, April 15-17, Dallas, TX.
- Glick, Jennifer E. Glick, Scott T. Yabiku, and Steven A. Haas. 2010. "A Moving Paradox: A Binational Comparison of Residential Mobility and Health." Paper presented at the annual meeting of the Population Association of America, April 15-17, Dallas, TX.
- Yabiku, Scott T. 2010. "Implementing Discrete-Time Multilevel Hazard Models." Speaker at the 17th Annual Penn State Demography Graduate Student Methodology Workshop, May 24, University Park, PA.
- Yabiku, Scott T. and Jennifer E. Glick. 2010. "The Southwest Migration Study: Findings from Culiacán and Phoenix." Paper presented at the 3er Congreso Internacional Migraciones Globales, November 11-13, Mazatlán, Sinaloa, Mexico.
- Yabiku, Scott T., *Seung Yong Han, Junyan Luo, and William McConnell. "Reciprocal interactions between family formation and biodiversity conservation programs in the Wolong Nature Reserve, China." Paper presented at the Global Land Project Open Science Meeting, October 17-19, Tempe, AZ.

- Kulis, S., Marsiglia, F., Yabiku, S., & Kopak, A. 2010. "Acculturative Stress as a Predictor of Experimentation versus Heavy Substance use Among Mexican-heritage Early Adolescents." Poster presented at the American Public Health Association Annual Meeting, November 6-10, Denver, CO.
- Marsiglia, F., Kulis, S., Yabiku, S., Nieri, T., Coleman. 2010. "Using Growth Curves to Examine Timing of School-based Substance Use Prevention in Elementary Versus Middle School among Mexican Heritage Youth." Paper presented at the American Public Health Association Annual Meeting, November 6-10, Denver, CO.
- Marsiglia, F.F., Kulis, S.S., Yabiku, S., Nieri, T., & Coleman, E. 2010. "Timing school-based prevention in elementary versus middle school: Growth curve effects of a model program on the substance use trajectories of Mexican heritage youth." Paper presented at the Society for Prevention Research Annual Meeting, June 1-4, Denver, CO.
- Kulis, S.S., Marsiglia, F.F., Yabiku, S., & Kopak, A. 2010. "Acculturative stress and substance use among Mexican-heritage early adolescents: Differentiating experimentation and heavy use using two-part latent growth curve models." Paper presented at the Society for Prevention Research Annual Meeting, June 1-4, Denver, CO.
- Yabiku, Scott T. and *Chelsea Caloia. 2009. "The Intergenerational Transmission of Sexual Frequency." Paper presented at the annual meeting of the Population Association of America, April 30-May 2, Detroit, MI.
- *Caloia, Chelsea and Scott T. Yabiku. 2009. "The Intergenerational Transmission of Sexual Frequency." Paper presented at the annual meeting of the International Society for the Study of Women's Sexual Health, February 12-15, Florence, Italy.
- Yabiku, Scott T., Victor Agadjanian, and *Arusyak Sevoyan. 2009. "Husbands' labor migration and wives' autonomy." Paper presented at the annual meeting of the Population Association of America, April 30-May 2, Detroit, MI.
- Scott T. Yabiku, Flavio Marsiglia, Stephen Kulis, Monica Parsai, David Becerra, and *Melissa Del-Colle. 2009. "Parental monitoring and increases in pre-adolescent substance use: Comparing Latino and non-Latino youth." Paper presented at the annual meeting of the American Sociological Association, August 8-11, San Francisco, CA.
- Marsiglia, Flavio F., Stephen S. Kulis, Scott T. Yabiku, *Tanya Nieri, *Monica Parsai, & *David Becerra. 2009. "Linguistic acculturation and the initiation of substance use among Mexican heritage children from 5th to 7th grade." 13th Annual Meeting of the Society for Social Work and Research. New Orleans, LA, January 15-18.
- Glick, Jennifer E., Scott T. Yabiku, Steven Haas, Elizabeth Wentz, and *Li Zhu. 2008. "Migration, health, and environment in the desert southwest." Paper presented at the 2^{do} Congreso Internacional Migraciones Globales, April 24-26, Mazatlán, Sinaloa, Mexico.

- Yabiku, Scott T. 2008. "Trophy wives and boy toys: age differences in remarriage" Paper presented at the annual meeting of the Population Association of America, April 17-19, New Orleans, LA.
- Yabiku, Scott T., Elizabeth Wentz, and *Li Zhu. 2008. "Migration, health, and environment in the desert southwest." Paper presented at the annual meeting of the Population Association of America, April 17-19, New Orleans, LA.
- Marsiglia, F.F., Kulis, S., Yabiku, S.T., Nieri, T., & Parsai, M.B. 2008. "Linguistic acculturation as a predictor of substance use onset among Mexican heritage children from 5th to 7th grade." Paper presentation at the Society for Prevention Research annual meeting, San Francisco, CA.
- Harlan, Sharon, Scott T. Yabiku, Larissa Larsen, and Anthony Brazel. 2007. "Income and Water Consumption." Paper presented at the annual meeting of the American Sociological Association, August 11-14, New York, NY.
- Martin, Chris, *Kendra Busse, and Scott T. Yabiku. 2007. "North Desert Village: The Effect of Landscape Manipulation on Microclimate and Its Relation to Human Landscape Preferences." Paper presented at the annual meeting of the American Society for Horticultural Science, July 17-19, Scottsdale, AZ.
- Yabiku, Scott T. and Constance T. Gager. 2007. "Sexual Frequency and the Stability of Cohabiting and Marital Unions." Paper presented at the annual meeting of the Population Association of America, March 29-31, New York, NY.
- Yabiku, Scott T., Stephen S. Kulis, Flavio F. Marsiglia, *Ashley Crossman, and *Tanya Nieri. 2007. "Gender, Ethnicity, and Acculturation as Factors That Jointly Moderate the Effectiveness of Substance Use Prevention Programs for Youth." Paper presented at the Annual Conference of the Society for Social Work Research, January 11-14, San Francisco, CA.
- Yabiku, Scott T., Stephen S. Kulis, Flavio F. Marsiglia, Benjamin Lewin, and *Tanya Nieri. 2007. "The Effects of School Ethnic Majority on the Efficacy of a Youth Substance Use Prevention Program." Paper presented at the Annual Conference of the Society for Social Work Research, January 11-14, San Francisco, CA.
- Yabiku, Scott T. and *Sarah Gore-Hoefke. 2006. "Social Change and the Relationships between Education and Employment." Paper presented at the annual meeting of the Population Association of America, March 30-April 1, Los Angeles, CA.
- *Zeng, Wei and Scott T. Yabiku. 2006. "Family Transitions and Adolescents' Depression." Poster presented at the annual meeting of the Population Association of America, March 30-April 1, Los Angeles, CA.

- Kulis, Stephen, Scott T. Yabiku, *Tanya Nieri, and *Ashley Crossman. 2006. "Does Gender Moderate Model Program Effects? A Subgroup Analysis by Ethnicity and Acculturation of the Efficacy of keepin' it REAL." Paper presented at the annual meeting of the American Sociological Association, August 11-14, Montreal, Canada.
- Kulis, Stephen, Scott T. Yabiku, Flavio Francisco Marsiglia, Benjamin Lewin, *Tanya Nieri, and *Syed K. Hussaini. 2006. "Neighborhood Influences on the Efficacy of a Model Program of Drug Use Prevention in Schools." Paper presented at the Annual Conference of the Society for Social Work Research, January 12-15, San Antonio, TX.
- Okamoto, Scott K., Andrea Dixon Rayle, Scott Yabiku, Sheila Tann, and *Aimee Burke. 2006. "The Effectiveness of a Multicultural, School Based Drug Prevention Program with American Indian Youth." Paper presented at the Annual Conference of the Society for Social Work Research, January 12-15, San Antonio, TX.
- Kulis, Stephen, Scott T. Yabiku, Flavio Marsiglia, Benjamin Lewin, and *Tanya Nieri. 2006. "The Effects of School Ethnic Majority on the Efficacy of a Youth Substance Prevention Program." Paper presented at the annual meeting of the Pacific Sociological Association, April 20-23, Hollywood, CA.
- Kulis, Stephen, Flavio Francisco Marsiglia, Scott T. Yabiku, *Ashley Crossman, and *Tanya Nieri. 2006. "Gender, ethnicity and acculturation: Intersecting moderators of substance use prevention efficacy." Paper presentation at the Society for Prevention Research annual meeting, May 31-June 2, San Antonio, TX.
- Tann, Sheila, Scott T. Yabiku, Scott Okomoto, and *Jessica Yanow. 2005. "triADD: Multi-morbid alcoholism, depression, and diabetes in American Indians." To be presented at the 133rd Annual Meeting of the American Public Health Association, November 5-9, New Orleans, LA
- Yabiku, Scott T. and *Wei Zeng. 2005. "Parent-Child Relationships and the Transition to Parenthood." Paper presented at the annual meeting of the American Sociological Association, August 13-16, Philadelphia, PA.
- Yabiku, Scott T., Stephen Kulis, Flavio Marsiglia, *Benjamin Lewin, *Tanya Nieri, and *Syed Hussaini. 2005. "Neighborhood Effects on the Efficacy of a Youth Substance Prevention Program." Paper presented at the annual meeting of the American Sociological Association (Refereed roundtable), August 13-16, Philadelphia, PA.
- Tann, Sheila, Scott T. Yabiku, Scott Okomoto, and *Jessica Yanow. 2005. "Risk of Chronic Disease Multi-Morbidity in American Indians." Poster presented at the 16th International Nursing Research Congress, July 14-16, Waikoloa, HI.
- *Nieri, Tanya, Stephen Kulis, Scott Yabiku, Layne Stromwall. 2005. "Effectiveness Of The Keepin' It Real Universal Prevention Program For Substance Users: Cessation And

- Reduction Effects Among Middle School Students.” Paper presented at the annual meeting of the Society for Prevention Research, May 25-27, Washington, D.C.
- Kulis, Stephen, Scott T. Yabiku, Flavio Marsiglia, *Benjamin Lewin, *Tanya Nieri, and *Syed Hussaini. 2005. “Neighborhood Social Contexts as Mediating the Effectiveness of Youth Drug Use Prevention.” Presented at the annual meeting of the Pacific Sociological Association, April 7-10, Portland, OR.
- Yabiku, Scott T. and Mary H. Benin. 2005. “Single and Multiple Cohabitors’ Risks of Divorce.” Presented at the annual meeting of the Population Association of America, March 31-April 2, Philadelphia, PA.
- Agadjanian, Victor and Scott T. Yabiku. 2005. “Religious Affiliation, Religious Milieu, and Contraceptive Use in Nigeria.” Presented at the annual meeting of the Population Association of America, March 31-April 2, Philadelphia, PA.
- Kulis, Stephen, *Tanya Nieri, Layne Stromwall, and Scott Yabiku. 2005. “Effects of a Universal Prevention Program on Cessation and Reduction of Adolescent Substance Use.” Presented at the annual meeting of the Society for Social Work and Research, January 13-16, Miami, FL.
- Yabiku, Scott T. 2004. “Land Use and Marriage Timing in Nepal.” Poster presented at the annual meeting of the Population Association of America, April 1-3, Boston, MA.
- *Watkins, Ramsi K. and Scott T. Yabiku. 2004. “Gendered Perceptions of Female Breasts in America.” Paper presented at the annual meeting of the American Sociological Association (Refereed roundtable), August 14-17, San Francisco, CA.
- Yabiku, Scott T. 2003. “Neighbors or Neighborhoods? Effects on Marriage Timing in Nepal.” Poster presented at the annual meeting of the Population Association of America, May 1-3, Minneapolis, MN.
- Yabiku, Scott T., William G. Axinn, Dirgha J. Ghimire, and Keith D. Robinson. 2002. “School Characteristics and Marriage Timing.” Paper presented at the annual meeting of the Population Association of America, May 9-11, Atlanta, GA.
- Yabiku, Scott T. 2001. “Marriage Timing and Social Change in Nepal.” Paper presented at the annual meeting of the Population Association of America, March 29-31, Washington, D.C.
- Axinn, William G. and Scott T. Yabiku. 1999. “Community Change, the Social Organization of Families, and Fertility Limitation.” Paper presented at the annual meeting of the Population Association of America, March 25-27, New York, NY.
- Yabiku, Scott T., William G. Axinn, and Arland Thornton. 1997. “Family Integration and Children’s Self-Esteem: Family Organization, Family Social Capital, and the

Development of the Self.” Paper presented at the annual meeting of the American Sociological Association, August 9-13, Toronto, Canada.

Yabiku, Scott T. 1996. "Family History and Pensions: The Timing of Life Course Events and Their Effect on Private Pension Coverage." Paper presented at the annual meeting of the Population Association of America, May 9-11, New Orleans, LA.

TEACHING AND MENTORSHIP

Undergraduate Teaching

SOC391/FAS361 Sociological Research Methods

Graduate Teaching

SOC505 Applied Regression Analysis

SOC507 Categorical Data Analysis

SOC509 Event History Analysis

Junior Faculty Mentorship

2013-2014 Mentor for Noe Crespo, ASU School of Nutrition and Health Promotion, for the Southwest Interdisciplinary Research Center Early Career Faculty Fellowship in Health Disparities Research

2012-2013 Mentor for David Becerra, ASU School of Social Work, for the Southwest Interdisciplinary Research Center Early Career Faculty Fellowship in Health Disparities Research

Student Committees

Pending	Seung Yong Han	Chair	Ph.D.
Pending	Sam Yoo	Member	Ph.D.
2013	Rebha Sabharwal	Member	Ph.D.
2012	Rebecca Diddams	Member	B.A., Honors Thesis
2012	Nicole Weller	Chair	Ph.D.
2011	Kelli Williams	Member	M.A.
2011	Boaventura Cau	Member	Ph.D.
2011	Gloria Yim	Member	M.A.
2011	Arusyak Sevoyan	Member	Ph.D.
2011	Aurelia De La Rosa Aceves	Member	M.A.
2010	Ben VanderMeer	Member	M.A.
2009	Littisha Bates	Member	Ph.D.
2008	Premchand Dommaraju	Member	Ph.D.
2008	Winfred Avogo	Member	Ph.D.
2007	Betty Brown	Member	Ph.D.

2007	Lan Nguyen	Member	M.A.
2007	Tanya Nieri	Member	Ph.D.
2006	Littisha Scott	Member	M.A.
2006	Li Zhu	Member	M.A.
2006	Frances Charnicki	Member	B.A., Honors Thesis
2006	Wei Zeng	Chair	M.A.
2005	Paul Holley	Member	Ph.D.
2005	Benjamin Lewin	Member	Ph.D.
2005	Richard Fey	Member	Ph.D.
2005	Bryndl Hohmann-Marriott	Member	Ph.D.
2005	Qigui Chang	Member	Ph.D.
2004	Yun Zhou	Member	M.A.
2003	Stacey D. Ruf	Member	Ph.D.

ADMINISTRATION

2014-present	Research Education and Training Core Director, Southwest Interdisciplinary Research Center
2013-present	Associate Director, Center for Population Dynamics
2008-present	Executive Council, Southwest Interdisciplinary Research Center
2012-2014	Graduate Committee, School of Social and Family Dynamics
2013	Chair, Postdoc Search Committee, Center for Population Dynamics
2010-2012	Personnel Committee, School of Social and Family Dynamics
2009-2010	Assistant Professor Search Committee, School of Social and Family Dynamics
2009-2010	Graduate Committee, School of Social and Family Dynamics
2007	Summer Grant Selection Committee, Central Arizona-Phoenix LTER
2006-2008	Graduate Committee, School of Social and Family Dynamics
2005-2007	Assistant Professor Search Committee, School of Social and Family Dynamics
2005	Personnel/Bylaws Subcommittee, School of Social and Family Dynamics
2005-2006	Committee of Review, Department of Sociology
2005	University Senate, Arizona State University
2003-2005	Personnel Committee, Department of Sociology
2003-2004	Colloquium Committee, Department of Sociology

SERVICE

National Institutes of Health

2013	Social Science and Population Studies (SSPS) study section, ad hoc member
2012	Social Science and Population Studies (SSPS) study section, ad hoc member

National Science Foundation

2014	Coupled Natural and Human (CNH) Systems Program, review panelist
2013	Coupled Natural and Human (CNH) Systems Program, review panelist
2012	Geography and Spatial Sciences (GSS) Program, ad hoc reviewer

Population Association of America

- 2011 Session Organizer for “Measurement and Methods in Population and Environment Research” at annual meeting
- 2007 Session Organizer and Chair for “Union Formation” at annual meeting

Pacific Sociological Association

- 2009 Session Organizer for “Population and the Environment” at annual meeting

Professional Journals

Editorial Board

Journal of Marriage and the Family (2006-present)

Occasional reviewer:

American Sociological Review, American Journal of Sociology, Demography, Social Forces, Population & Environment, Spatial Demography, Journal of Environmental Management, Arid Land Research and Management, Field Methods, Current Anthropology, Biodemography & Social Biology, Studies in Family Planning, Journal for the Scientific Study of Religion, Population Studies, Population Research & Policy Review, European Journal of Population, Demographic Research, Sociological Methodology, Social Science Research, Journal of Studies on Alcohol and Drugs, Asian Population Studies, Research in Sociology of Education

HONORS AND AWARDS

- 2013 Outstanding Poster Award, Population Association of America annual meeting, May 1-3, New Orleans, LA.
- 2013 Selection by ASU Intercollegiate Athletics to be a Guest Coach of a Swim meet for supporting student-athletes in the classroom
- 2012 Scientific Leadership Award, Southwest Interdisciplinary Research Center
- 2010 Outstanding Poster Award, Population Association of America annual meeting, April 15-17, Dallas, TX.
- 2009 Nominee, ASU Professor of the Year
- 2007 Mentorship Appreciation Award, Arizona State University Preparing Future Faculty Program
- 2004 Selection by ASU Intercollegiate Athletics to be a Guest Coach of a Sun Devil Football game for supporting student-athletes in the classroom
- 2004 Outstanding Poster Award, Population Association of America annual meeting, April 1-3, Boston, MA.
- 2003 Recognition by ASU Office of Student Affairs for contributing to the quality of student life.
- 2003 Outstanding Poster Award, Population Association of America annual meeting, May 1-3, Minneapolis, MN.

2002 National Council on Family Relations Reuben Hill Award for best family research paper, joint with William G. Axinn

HYUNG CHOL YOO

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ACADEMIC APPOINTMENTS

- Associate Professor (tenure-track). Joint appointment. *Asian Pacific American Studies* (School of Social Transformation) and School of Social and Family Dynamics. Arizona State University. Tempe, Arizona. 8/2012-Present
- Visiting Professor. *Counseling Program, Department of Psychology* Ewha Woman's University. Seoul, South Korea. 8/2013-8/2014
- Assistant Professor (tenure-track). Joint appointment. *Asian Pacific American Studies* (School of Social Transformation) and School of Social and Family Dynamics. Arizona State University. Tempe, Arizona. 8/2006-8/2012
- Affiliate Faculty. *Counseling and Counseling Psychology, School of Letters and Sciences.* Arizona State University. Tempe, Arizona. 8/2006-Present
- Affiliate Faculty. *Department of Psychology.* Arizona State University. Tempe, Arizona. 3/2007-Present
- Early Career Faculty Affiliate. *Southwest Interdisciplinary Research Center.* NIH supported Center of Excellence on Health Disparities Research. Arizona State University. Downtown Campus, Phoenix, Arizona. 8/2008-8/2010

EDUCATION

University of Minnesota, Twin Cities, Minnesota
Ph.D., (graduated August '06)
Major: Psychology (Advisor: Richard M. Lee, Ph.D.)
Specialization: Counseling Psychology (APA Accredited)
Supporting Program: Quantitative Methods

University of Miami, Coral Gables, Florida
Bachelor of Science, (graduated May '99)
Major: Psychology
Minor: Biology

HONORS AND AWARDS

- SERD Outstanding Contribution to Scholarship on Race and Ethnicity Award 2010-2011
(Section on Ethnic and Racial Diversity, Division 17 Counseling, American

- Psychological Association).
- Early Career Award (Asian American Psychological Association). 2011
 - 2009 RETC Travel Award (Southwest Interdisciplinary Research Center). 5/2009
Attended Mapping Arizona Communities Workshop: An Introduction to GIS & Community Analysis [\$500].
 - 2008 Travel Award to attend the 20th Biennial International Society for the Study of Behavioural Development (ISSBD) Meeting in Wurzburg, Germany [\$650]. 7/2008
 - 2008 Selected Early Career Faculty Affiliate Training Program (Southwest Interdisciplinary Research Center) [\$3,000]. 8/2008
 - 2008 Challenge Child Project Travel Award (School of Social and Family Dynamics). 7/2008
Attended APA Advanced Training Institute's Geographic Information Systems for Behavioral Research in UC, Santa Barbara [\$2,000].
 - 2007 NICHD Summer Research Institute Fellow (NIH). 6/2007
 - Joan Dallum Graduate Student Research Award (American College Personnel Assoc.). 2005
 - Graduate Tuition Fellowship (University of Minnesota). 2003-2006
 - Lloyd Lofquist/Rene Dawis Travel Grant (University of Minnesota). 2003
 - Travel grant and Certificate of Completion in the workshop "Emergency and Disaster Mental Health Services for Refugees" (Minnesota Women in Psychology). 2003
 - Gallup Organization Travel Scholarship (International Positive Psychology Summit). 2001, 2003
 - Harold A. Korn Award (University of Minnesota). 2001
 - Recognition of Excellence Award (Korean American Coalition). 2000
 - Travel grant to attend the 20th Annual Korean American Leadership Conference (Korean American Scholarship Foundation). 2000

RESEARCH

Research Interest

- Social Justice and Multicultural Counseling
- Racial Stereotypes and Racism
- Racial and Ethnic Identity Development
- Ecology of Culture-specific Stressors and Mental Health

Peer-Reviewed Journal Publications

Note: *denotes empirical study; † denotes student authors; First author conceptualized the study and was the lead writer on the paper.

***Yoo, H.C.**, Miller, M., & Yip, P. † (in press). Validation of the Internalization of the Model Minority Myth Measure (IM-4) and Its Link to Academic Performance and Psychological Adjustment among Asian American Adolescents. *Cultural Diversity and Ethnic Minority Psychology*.

*Villegas-Gold, R., † & **Yoo, H. C.** (2014). Coping with discrimination among Mexican American college students. *Journal of Counseling Psychology*, 61, 404-413.

*Jackson, K., **Yoo, H.C.**, Guevarra Jr., R. & Harrington, B. † (2012). Role of identity

integration on the relationship between perceived racial discrimination and psychological adjustment of multiracial people. *Journal of Counseling Psychology*, 59(2), 240-250.

- ***Yoo, H.C.** & Castro, K. † (2011). Does nativity status matter in the relations between perceived group racial discrimination and academic performance of Asian American college students? *Journal of College Student Development*, 52, 234-245.
- ***Yoo, H. C.**, Gee, G. L. Lowthrop, C. K., † & Robertson, J. (2010). Self-reported racial discrimination and substance use among Asian Americans in Arizona. *Journal of Immigrant & Minority Health*, 12(5), 683-690.
- ***Yoo, H.C.**, Steger, M., & Lee, R. M. (2010). Validation of the Subtle and Blatant Racism Scale for Asian American college students (SABR-A²). *Cultural Diversity and Ethnic Minority Psychology*, 16, 323-334. --Three Study Investigation
- *Lee, R.M., Yun, A.B., **Yoo, H.C.**, & Nelson, K.P. (2010). Comparing the ethnic identity and well-being of adopted Korean Americans with immigrant/U.S.-born Korean Americans and Korean international students. *Adoption Quarterly*, 13, 2-17.
- ***Yoo, H.C.**, Burrola, K., † Steger, M. (2010). A Preliminary Report on a New Measure: Internalization of the Model Minority Myth Measure (IM-4) and its Psychological Correlates among Asian American College Students. *Journal of Counseling Psychology*, 57, 114-127. --Three Study Investigation
- ***Yoo, H.C.** & Lee, R.M. (2009). Does ethnic identity protect or exacerbate the effects of frequent racial discrimination on situational well-being of Asian Americans? *Asian American Journal of Psychology*, 1, 70-87. (Reprinted from *Journal of Counseling Psychology*, 55, 63-74, 2008)
- ***Yoo, H.C.**, Gee, G., & Takeuchi, D.T. (2009). Discrimination and health among Asian American immigrants: Disentangling racial from language discrimination. *Social Science and Medicine*, 68, 726-732.
- ***Yoo, H.C.** & Jeon, S. † (2008). Asian Americans coping with frequent racial discrimination: Role of acculturation and enculturation behaviors. *Prevention in Counseling Psychology: Theory, Research, Practice and Training*, 2, 11-16.
- ***Yoo, H.C.** & Lee, R.M. (2008). Does ethnic identity protect or exacerbate the effects of frequent racial discrimination on situational well-being of Asian Americans? *Journal of Counseling Psychology*, 55, 63-74.
- *Lee, R.M., Noh, C.Y., **Yoo, H.C.**, & Doh, H. (2007). The psychology of diaspora experiences: Intergroup contact, perceived discrimination, and the ethnic identity of Koreans in China. *Cultural Diversity and Ethnic Minority Psychology*, 13, 115-124.
- *Lee, M., Okazaki, S., & **Yoo, H.** (2006). Frequency and intensity of social anxiety in Asian Americans and European Americans. *Cultural Diversity and Ethnic Minority Psychology*, 12(2), 291-305.
- ***Yoo, H.C.** & Lee, R.M. (2005). Ethnic identity and approach-type coping as moderators of the racial discrimination-well-being relation in Asian Americans. *Journal of Counseling Psychology*, 52(4), 497-506.
- *Lee, R.M. & **Yoo, H.C.** (2004). Structure and measurement of ethnic identity for Asian American college

students. *Journal of Counseling Psychology*, 51(2), 263-269.

Invited Book Chapters and Articles

Yeh, C. J., **Yoo, H.C.**, & Lizagarra, Y. (2013). Annual Review of Asian American Psychology, 2012. *Asian American Journal of Psychology*, 4(4), 285-319.

Yoo, H.C. & Pituc, S. † (2013). Assessments of Perceived Racial Stereotypes, Discrimination, and Racism. In K. F. Geisinger (Ed.), *APA Handbook of Testing and Assessment in Psychology* (p.427-451). Washington, DC: American Psychological Association.

*Lee, R.M., **Yoo, H.C.**, & Roberts, S. † (2004). The coming of age of Korean adoptees: Ethnic identity development and psychological adjustment . In I. Kim (Ed.), *The Korean Americans: Past, Present and Future* (p. 203-224). Elizabeth, NJ: Hollym International Corps.

Other Journal Articles, Popular Press, and Monographs

Yoo, H.C. (2009). Unraveling the Model Minority Myth of Asian American Students. In A. Umana-Taylor, Classroom Diversity and Academic Success, an Online Special Edition. Retrieved May 6, 2009 from <http://www.education.com/reference/article/unraveling-minority-myth-asian-students/>

Yoo, H.C. (2008). Mental Health Strengths & Risk Factors. *The State of Asian Americans & Pacific Islanders in Arizona*, pp. 28-29.

Yoo, H.C. (2002). Disoriented: Beauty from the Inside Out. *Spring Issue, Korean Quarterly Newspaper*.

Manuscripts Under Review

*Gonzales-Backen, M. A., Dumka, L., Millsap, R., **Yoo, H. C.**, Schwartz, S. J., Zamboanga, B. L., Weisskirch, R. S., Rodriguez, L., Castillo, L. G., Kim, S. Y., Brown, E. J., Whitbourne, S. K., Vazsonyi, A. T. (revise and resubmit). The Role of Social and Personal Identities in Self-Esteem among Ethnic Minority Emerging Adults. *Identity*.

Manuscripts in Preparation

*Seol, K., **Yoo, H.C.**, Lee, R.M. Kyoung, J., & Kyeong, Y. (in progress). Racial and Ethnic Socialization as Moderators of Racial Discrimination and School Outcomes Among Adopted and non-adopted Korean American Adolescents.

***Yoo, H.C.**, Jackson, K., Guevarra Jr., R., Miller, M., & Harrington, B. † (in progress). Construction and initial validation of the Multiracial Experiences Measure.

*Burrola, K. † & Yoo, H.C. (in progress). Perceived Racial Discrimination and Psychological Distress among Asian American Adolescents: Moderating Roles of Family Racial Socialization and Nativity Status

Grant Activity

Co-investigator (Received, 3/1/11—Principal Investigator: Janel Benson, Ph.D., Colgate University). The

Implications of Maturation Timing and Racial Stressors on the Mental Health of Racial Minority Young Adults. Picker Interdisciplinary Science Institute Grant, 3/2010 to 3/2013, Budget Received: \$124,810.

Principal Investigator (not funded, 12/2009). *Community Matters: Racism and Mental Health of Asian American Adolescents*. 2010 Arizona Institute of Mental Health Research Pilot Grant, 3/2010 to 3/2011, Budget Submitted: \$25,000.

Principal Investigator (not funded, 11/2009). *Community Matters: Experience and Psychological Correlates of Racial Stereotypes and Discrimination faced by Asian American and Pacific Islander Youths living in San Francisco and Phoenix*. 2010 AAPA/APF Okura Mental Health Leadership Foundation Fellowship, 3/2010 to 3/2011, Budget Submitted: \$20,000.

Co-investigator (not funded, 11/5/08—Principal Investigator: Claudia Sadowski-Smith, Ph.D., ASU). *The Racial Socialization of Internationally-Adopted Children by Non-White U.S. Parents*. National Endowment for the Humanities Collaborative Research Grant, 6/2009 to 5/2011, Budget Submitted: \$200,000.

Principal Investigator (Received 10/24/08). *Construction and Initial Development of the Multiracial Experience Project*, ASU Southwest Interdisciplinary Research Center Seed Funding, 10/2008 to 12/2009, Amount Awarded: \$2200.

Co-investigator (Received 4/23/2007). *Transnational Adoption in Arizona Project*. ASU Institute of Humanities Research Seed Grant, 5/2007 to 5/2008, Amount Awarded: \$10,000.

Principal Investigator (not funded—Runner Up, 9/2007). *Asian American Adolescents' Racial Stressors and Mental Health Pilot Study*. Arizona Institute of Mental Health Research Pilot Grant, 3/2008 to 3/2009, Budget Submitted: \$25,000.

Peer-Reviewed Conference Presentations

Yoo, H.C., Miller, M., & Yip, P. (2014, August). Does Academic Performance Moderate the Relations between Internalization of the Model Minority Myth and Psychological Adjustment among Asian American Adolescents? In L. Juang (Chair) *Discrimination among Asian-heritage Youth in Elementary, High School and College: Stereotypes, Context, and Coping*. Paper symposium presented at the annual meeting of the Asian American Psychological Association, Washington D.C.

Gonzales-Backen, M. A., Dumka, L. E., Millsap, R. E., **Yoo, H.C.**, Schwartz, S. J., Zamboanga, B. L.,...Kim, S. Y. (2014, March). Identifying personal-social identity profiles among young adults using latent profile analysis. Paper presented at the 2014 biennial meeting of the Society for Research on Adolescence, Austin, TX.

Yoo, H.C. & Yeh, C. (2012, August). *Community Matters: Internalizing the Model Minority Myth and Distress among Asian American Youth*. In J. S. Mio (Chair) *Empirical Data on Tiger Parenting---Parent--Child Relationships and the Asian Model Minority Myth*. Paper symposium presented at the annual meeting of the American Psychological Association, Orlando, FL.

Jackson, K., **Yoo, H.C.**, & Guevarra, R. (2012, April). Role of identity integration on the relationship between perceived racial discrimination and psychological adjustment of multiracial people. Poster session presented at the 10th Annual SIRC Research Conference, Phoenix, Arizona.

- Benson, J. & **Yoo, H.C.** (2012, March). The Implications of Adult Identity for Mental Health in Young Adulthood. Poster session presented at the biennial meeting of the Society of Research on Adolescence, Vancouver, Canada.
- Jackson, K., **Yoo, H.C.**, Guevarra, R., & Harrington, B. (2012, January). Role of Identity Integration On the Relationship Between Perceived Racial Discrimination and Psychological Adjustment of Multiracial People. Paper symposium presented at the annual meeting of of the Society for Social Work and Research, Washington, DC.
- Yoo, H.C.**, Miller, M., Burrola, K.,[†] & Yip, P.[†] (2011, August). The Pressure to Succeed: Internalization of the Model Minority Myth, Academic Expectations Stress, and Psychological Distress among Asian American Adolescents. In H. C. Yoo (Chair) Ecology, Racism, and Psychological Outcomes among Asian Americans. Paper symposium presented at the annual meeting of the Asian American Psychological Association, Washington D.C.
- Yip, P.[†] & **Yoo, H.C.** (2011, August). Racial Socialization and Coping with Discrimination Strategies among Asian Americans. Poster session presented at the annual meeting of the Asian American Psychological Association, Washington D.C.
- Yoo, H.C.**, Steger, M.F., & Lee, R.M. (2011, March). Validation of the Subtle and Blatant Racism Scale for Asian American College Students (SABR-A²). In T. Yip (Chair) “Where are you *really* from?”, Discrimination and Psychological Well-being among Asian American Youth. Invited paper symposium presented at the biennial meeting of the Asian Caucus, Society of Research in Child Development, Montreal, Canada.
- Kelly, J.F., Guevarra, R., & **Yoo, H.C.** (2010, November). Methodological Challenges and Opportunities in Research with Multiracial Persons. Roundtable presented at the annual meeting of the DePaul University Critical Mixed Race Studies Conference, Chicago, Illinois.
- Yoo, H.C.** (2010, August). In N. Tran (Chair) Microaggression Research: Envisioning a future of expansion, collaboration, and innovation. Paper symposium presented at the annual meeting of the Asian American Psychological Association, San Diego, California.
- Yoo, H. C.**, Gee, G. L. Lowthrop, C. K.,[†] & Robertson, J. (2010, April). Perceived racism types and substance use among Asian American adults in Phoenix. Poster session presented at the annual meeting of the Western Psychological Association, Cancun, Mexico.
- Yoo, H.C.**, Burrola, K.,[†] & Steger, M. (2010, March). Measurement of Internalization of the Model Minority Myths and its Psychological Correlates among Asian American College Students. In H.C. Yoo (Chair) Preparing for and Effects of Unique Racism Faced by Asian American and Pacific Islander Youths. Paper symposium presented at the biennial meeting of the Society of Research on Adolescence, Philadelphia, Pennsylvania.
- Yoo, H.C.**, Gee, G. C., & Takeuchi, D.T. (2009, August). Discrimination and health among Asian American immigrants: Disentangling racial from language discrimination. In H. C. Yoo (Chair) Ecology of Racism and Health in Asian American Communities. Paper symposium presented at the annual meeting of the Asian American Psychological Association, Toronto, Canada.
- Park, S.[†] & **Yoo, H.C.** (2009, August). *Does White Racial Attitudes Relate to Racism Against Asian Americans?*

Poster session presented at the annual meeting of the Asian American Psychological Association, Toronto, Canada.

Jeon, S.[†] & Yoo, H.C. (2009, August). *Asian Americans Coping with Frequent Racial Discrimination: Role of Acculturation and Enculturation Behaviors*. Poster session presented at the annual meeting of the Asian American Psychological Association, Toronto, Canada.

Park, S.[†] & Yoo, H.C. (2009, April). *Does White Racial Attitudes Relate to Racism Against Asian Americans?* Poster session presented at the Arizona State University College of Liberal Arts and Science Fourth Annual Undergraduate Research Symposium, Tempe, Arizona.

Jeon, S.[†] & Yoo, H.C. (2009, April). *Asian Americans Coping with Frequent Racial Discrimination: Role of Acculturation and Enculturation Behaviors*. Poster session presented at the Arizona State University College of Liberal Arts and Science Fourth Annual Undergraduate Research Symposium, Tempe, Arizona.

Duan, J. Z.[†] & Yoo, H.C. (2009, April). Does Academic Performance Moderate the Relation between Internalizing Model Minority Myths and Distress among Asian American Students? Poster symposium presented at the biennial meeting of the Society of Research in Child Development, Denver, Colorado.

Yoo, H.C. & Sadoff, J.[†] (2009, April). Role of English Proficiency in the Relations between Perceived Racism and Psychological Adjustment of Asian International Students. In H.C. Yoo (Chair), *Ecological Factors Shaping the Experience and Psychological Outcomes of Racism among Asian American and Pacific Islander Youths*. Paper symposium presented at the biennial meeting of the Society of Research in Child Development, Denver, Colorado.

Yoo, H.C., Castro, K.,[†] & Steger, M. (2008, August). A Preliminary Report on a New Measure: Internalization of Model Minority Myths and Distress among Asian American College Students. In H. C. Yoo (Chair) *Racism and its Psychological Correlates among Asian Americans and their Ethnic Communities*. Paper symposium presented at the annual meeting of the Asian American Psychological Association, Boston, Massachusetts.

Castro, K.[†] & Yoo, H.C. (2008, March). *Perceived Racial Discrimination and Adjustment of Asian American College Students*. Poster session presented at the biennial meeting of the Society of Research on Adolescence, Chicago, Illinois.

Yoo, H.C. & Lee, R.M. (2007, August). *Does ethnic identity protect or exacerbate the effects of frequent racial discrimination on well-being of Asian Americans?* Poster session presented at the annual meeting of the Asian American Psychological Association, San Francisco, California.

Yoo, H.C. (2003, October). *The protective properties of ethnic identity: Experiences of personal and group racial discrimination among Asian Americans*. Poster session presented at the annual meeting of the International Positive Psychology Summit, Washington, DC.

Yoo, H.C. & Lee, R.M. (2003, August). *The structure of ethnic identity of adult Korean adoptees and adjustment*. Poster session presented at the annual meeting of the American Psychological Association, Toronto, Canada.

Lee, R.M. & Yoo, H.C. (2002, August). *Cultural socialization in international adoption: Preliminary data from the*

IAP. Poster session presented at the annual meeting of the American Psychological Association, Washington, DC.

Kim, D., Okazaki, S., & Yoo, H.C. (2001, August). *Experiencing social anxiety: Asian American and White American diary reports*. Poster session presented at the annual meeting of Asian American Psychological Association, San Francisco, CA.

TEACHING

Teaching Philosophy

It is clear that our classrooms are becoming more and more culturally diverse each semester. To ignore this diversity is to overlook unique experiences of our students creating an environment and a curriculum that is devoid of any real-life application. My teaching philosophy is founded in multicultural pedagogy. It is a student-focused approach where respect and knowledge of differences in cultural background are infused into every step of the teaching process from creating the syllabus to assessing the students' performances. Knowledge is actively constructed, discovered, transformed, and applied by the students. I believe my role, as the instructor, is to create both an atmosphere and a curriculum that works toward students achieving their full potential and understanding (if not appreciating) cultural differences through collaboration rather than competition. I believe the ways in which I prepare for a course, teach the course, and assess my students' performances meet these goals.

Courses Taught

Undergraduate

- Instructor, PGS 101: *Introduction to Psychology*. Ewha Woman's University. 2013-2014
- Instructor, APA 394: *Race & Child Development*. Arizona State University. 2009-Present
- Instructor, APA 200: *Introduction to Asian Pacific American Studies—Online Hybrid*, Arizona State University. 2008-Present
- Instructor, APA 360: *Asian American Psychology*. Arizona State University. 2006-Present
- Guest Lecture, APA 360: *Multiracial Experience*. Arizona State University. 2006
- Guest Lecture, *Educational Psychology*. Utah State University. 2005
- Instructor, *Introduction to Cultural Psychology*. University of Minnesota. 2003-2005
- Section Leader, *Introduction to Cross-cultural Psychology*. University of Minnesota. 2002
- Guest Lecture, *Asian American Experience*. University of Minnesota. 2002
- Section Leader, *Introduction to Social Psychology*. University of Minnesota. 2001
- Guest Lecture, *Aliens and the Alienated*. University of Minnesota. 2001

Graduate

- Instructor, CDE 598: *Race & Child Development*. Arizona State University. 2008
- Guest Lecture, *Developmental Psychology*. Arizona State University. 2006
- Supervisor/Section Leader, *Psychological Assessment*. University of Minnesota. 2005
- Supervisor/Section Leader, *Counseling Interviewing and Intervention*. University of Minnesota. 2003
- Guest Lecture, *Counseling Interviewing and Intervention*. University of Minnesota. 2003

Teaching Training

- Workshop Facilitator, *Instructors of Color Workshop* (Ethnic Studies Week, Arizona State 10/2014

University). Workshop focused on issues and solutions of how race, class, gender, and sexual orientation effects roles of authority, cultural representation, and developing community.

- Workshop Attendee, *Online Teaching: Intermediate* (Online Programs, College of Liberal Arts Science, Arizona State University). Intermediate workshop training on different tools and strategies related to more effectively teach online courses. 3/2009
- Workshop Attendee, *Faculties of Color in Higher Education* (Graduate School Diversity Office, University of Minnesota). One-day workshop focused on challenges and resources available to faculties of color regarding hiring practice, fitting into your department's culture, publishing in peer-reviewed journals, and getting tenure. 2005
- Student, *Three-credit course Grad 8101: Teaching in Higher Education* (University of Minnesota). Semester course focused on developing responsive, skilled, and reflective teachers. Model variety of active learning strategies and facilitate discussions addressing educational theory and practice. Develop teaching portfolio, including teaching philosophy, teaching techniques, and using assessments to evaluate students' performances. 2002
- Workshop Attendee, *Preparing Future Faculty Retreat* (University of Minnesota). One-day workshop focused on improving teaching skills, including use of technology. 2003
- Workshop Attendee, *Good Writing for Good Scholarship: A Writing Workshop for Graduate Students of Color*. (Community of Scholars Program, University of Minnesota). Improving writing skills specific to writing grants and for peer-review journal publications. 2002

Student Advising

Graduate

<u>Name</u>	<u>Role</u>	<u>Degree/Year</u>	<u>First Job Position</u>
Liang Liao	Ph.D. Final Member		Current Student
Roberto Villegas-Gold	Chair/Advisor		Current Student
Melinda Gonzales-Backen	Ph.D. Final Member	Ph.D., 2012	Assistant Professor, College of Human Sciences, Florida State University
Kim Burrola	Advisor	Ph.D., 2012	
Freda Liu	Ph.D. Final Member	Ph.D., 2011	Postdoctoral, Seattle Children's Hospital
Carol Takao	Ph.D. Final Member	Ph.D., 2010	Director of Scholarships, ASU
Edna Alfaro	Ph.D. Final Member	Ph.D., 2009	Assistant Professor, Psychology and Anthropology, U of Texas-Pan American
Ling-Chuan Liu	Ph.D. Prelim Member		Former Student

Undergraduate

<u>Name</u>	<u>Role</u>	<u>Degree/Year</u>
Christina Lam	Advisor	
Taihei Fukumoto	Honor's Member	B.A. Philosophy, 2012
Blair Harrington	Honor's Member	B.A. Sociology and Political Science, 2011
Pansy Yip	Honor's Advisor	B.S. Child Development, 2011

*Recipient of the Y.F. Wu Research Grant

Suzie Jeon	Honor's Advisor	B.S. Psychology, 2010
*Recipient of the Y.F. Wu Research Grant		
Iris Pak	Advisor	B.S. Psychology, 2010
Sarah Park	Advisor	B.S. Child Development, 2009
*Recipient of the Y.F. Wu Research Grant		
Nicole Bruno	Advisor	B.S. Psychology, 2008
Jesse Sadoff	Advisor	B.S. Psychology, 2008
Ruben Ramirez	Advisor	B.S. Psychology, 2007
Rachael Hanks	Advisor	B.A. Psychology, 2007

SERVICE

University Services

- Member, *Faculty Search Committee*, School of Social Transformation, Arizona State University. 1/2015
- Member, *Faculty Search Committee*, Sanford School of Social and Family Dynamics, Arizona State University. 9/2014
- Member, *Asian Pacific American Studies Faculty Honors Advisor*, School of Social Transformation, Arizona State University. 8/2014-Present
- Member, *SST Undergraduate Curriculum Committee*, School of Social Transformation, Arizona State University. 8/2014-Present
- Member, *SST Third Year Review Committee*, School of Social Transformation, Arizona State University. 2012-2013
- Member, *SST Research Committee*, School of Social Transformation, Arizona State University. 2012-2013
- Member, *SST Graduate Program Committee Taskforce*, School of Social Transformation, Arizona State University. 2011-2013
- Member, *SST Grant Review Committee*, School of Social Transformation, Arizona State University. 8/2010-12/2010
- Faculty Selection Committee Member, *Dean's Undergraduate Research in the Social Sciences Scholarship and the Sheldon Davidson Family Research Scholarship*, College of Liberal Arts and Sciences, Arizona State University. 4/2010-4/2011
- Faculty Advisor, *Dragon Boat Club*, Arizona State University. 8/2009-8/2010
- Chair, Member, *Wu Scholarship Committee*, Asian Pacific American, Studies, Arizona State University. 1/2009-1/2010
- Faculty Advisor, *Vietnamese Student Association*, Arizona State University. 8/2008-8/2010

- Faculty Mentor, *Summer Research Experience Program for Underrepresented Undergraduates Interested in Studying At-Risk Youth*, School of Social and Family Dynamics, Arizona State University. 6/2008-8/2008
- Member, *SSFD Undergraduate Committee*, School of Social and Family Dynamics, Arizona State University. 8/2007-8/2008
- Senate Member for APAS, *CLAS Senate Committee*, College of Liberal Arts and Science, Arizona State University. 8/2007-8-2009
- Member, *Family and Human Development Program Undergraduate Committee*, School of Social and Family Dynamics, Arizona State University. 8/2006- 8/2007
- Member, *Wu Scholarship Committee*, Asian Pacific American, Studies, Arizona State University. 1/2008-1/2009

Professional Services

- Awards Committee Member, 2015 AAPA-APF Okura Mental Health Leadership Foundation Fellowship 11/2014
- Elected Board of Director, Asian American Psychological Association. 8/2014-8/2016
- Reviewer, 2013 SRCD Biennial Meeting, Society of Research on Child Development (Seattle, Washington). 4/2013
- Review Member, 2012 AAPA Dissertation Awards, Asian American Psychological Association Conference (Orlando, FL). 8/2012
- Poster Judge, 2012 AAPA Poster Session, Asian American Psychological Association Conference (Orlando, FL). 8/2012
- Senior Mentor, 2010 Young Scholars Program, Society for Research on Adolescence (Philadelphia, PA). 3/2010
- Conference Review Member, Section 12: Race, Ethnicity, and Diversity, 2010 SRA Biennial Meeting, Society for Research on Adolescence (Philadelphia, PA). 9/2009
- NICHD Panel Review Member, *Summer Research Institute Fellowships. National Institute of Child Health and Human Development*, National Institute of Health. (Washington DC). 1/2009
- NSF Panel Review Member, *Minority Post-Doctoral Fellowships. National Science Foundation*, Directorate of Social and Behavioral and Economic Sciences. (Washington DC). 3/2008
- Student Volunteer, *Asian American Psychological Association Conference* (Toronto, Canada). 2003

Outreach/Community Services

- Scholarship Committee Member, *Japanese American Citizen's League Scholarship*. Arizona Chapter of the Japanese American Citizen's League (Phoenix, AZ). 2007/2008
- Workshop Facilitator, *Emergency and Disaster Mental Health Services for Refugees*. Minnesota Women in Psychology (Minneapolis, MN). 2003
- Moderator, *Transracial Korean Adoptee Cultural Socialization Panel* (St. Croix, Wisconsin). Facilitated discussion on cultural socialization experiences with group of Korean transracial Adoptee adults. 2003
- Camp Program Director, *Camp Choson: Korean Adoptee Camp* (St. Croix, Wisconsin). Developed curriculum and supervised camp programs and counselors. Weekend workshop also developed and facilitated focusing on transracial adoptee identity development and use of basic counseling skills for the camp counselors. 2001-2003
- Kids' Program Director, *Korean American, Adoptee, and Family Network (KAAN) Conference*. (Minneapolis, MN). 2002

Invited Presentations

- Invited Speaker, *Transform your Tuesday Talk Series, School of Social Transformation*, (Tempe, AZ) 11/2014
**Presented talk, "Psychology of Racism."
- Keynote Speaker, *Korean Counseling Psychological Association Conference*, (Seoul, South Korea). 3/2014
**Presented talk, "Race Matters: Psychology of Racism in the 21st Century America."
- Invited Speaker, Ewha Woman's University (Seoul, S. Korea). 11/2013
**Presented talk, "Internalization of the Model Minority Myth and Mental Health."
- Invited Speaker, Phoenix School of Law (Phoenix, AZ). 1/2013
**Presented talk, "Deconstructing and Implications of the Model Minority Myth."
- Invited Speaker, Department of Management at Inje University (Busan, South Korea). 3/2012
**Presented talk, "Diversity in the Workplace."
- Panel Speaker, *Bullying: A Discussion about Youth and Anti-Gay Violence*. (School of Transformation, ASU, Tempe, AZ) 11/2010
**Presented talk, "Bullying and Well-being of LGBT Youth"
- Invited Speaker, TERROS 6th Annual Cesar Chavez Behavioral Health Conference (TERROS, Phoenix, AZ). 3/2010
**Presented talk, "Pressure to Succeed: Internalization of the Model Minority Myth and Psychological Distress Amongst Asian Americans"
- Keynote Speaker, *Arizona Association for Chicanos in Higher Education*, (Phoenix, AZ). 11/2009
**Discussed construction, psychological implications, and individual coping strategies with race and racism.

- Invited Speaker, *National Association for Rights Protection and Advocacy 2009 Annual Rights Conference* (NARPA, Phoenix, AZ). 9/2009
**Collaborated with activist/film maker, Pearl J. Park, in developing a workshop/presentation on impact of the model minority myth on mental health and social policies.
- Invited Speaker, *PSA Cultural Competency Forum* (PSA Behavioral Health Agency, Tempe, AZ). 9/2009
**Presented talk, “When and how is racial identity a protective factor against specific cultural stressors such as racism towards Asian Americans?”
- Media Interview, *Asian Americans: Myth of the Model Minority* (Horizonte, PBS, Tempe, AZ). 4/2009
**Participated as a guest speaker for the public television show Horizonte with host, Jose Cardenas, discussing issues of the model minority myth affecting the AAPI community in Arizona. <http://www.azpbs.org/horizonte/detailvid.php?id=531>
- Invited Speaker/Mentor, *Asian Leadership Enrichment Assertiveness Development Summer Academy* (Multicultural Student Center, ASU, Tempe, AZ). 6/2007-Present
**Facilitated summer workshop and presentation on racial stressors and coping strategies with Asian American high school students.
- Invited Speaker, *Link@ASU Summer Program* (Multicultural Student Center, ASU, Tempe, AZ). 6/2009
**Facilitated workshop and presentation on racism, racial stereotypes, and coping for incoming college students of color.
- Invited Speaker, *Unraveling the Model Minority Myth: Facts, Fictions, and Implications* (Sponsored by City of Phoenix, Pacific Rim Advisory Council, Phoenix, AZ). 3/2009
**Discussed the psychological implications of the model minority myth.
- Invited Speaker, *Race Matters: Asian Americans in the Work Place* (Sponsored by Asian American Professional Association, Dial Corporation, Scottsdale, AZ). 11/2008
**Presented effects of stereotypes and racism faced by Asian Americans in the workplace.
- Invited Speaker, *Healing Racism Project* (Sponsored by City of Phoenix, ASU, Maricopa County, and MCCC, Phoenix, AZ). 2/2008
**Presented racial identity model at this community racism 2-hr workshop.
- Invited Speaker, *Racism, Coping and Health among Asian Americans: An Ecological Approach* (Southwest Interdisciplinary Research Consortium, Phoenix, AZ.) 4/2007
- Invited Speaker, *Racism, Coping and Health among Asian Americans: Counseling Applied* (ASU Counseling Psychology Program, Tempe, AZ.) 4/2007
- Keynote Speaker, *2006 ASU Fall Asian Convocation* (ASU, Tempe, AZ.) 12/2006
- Panel Speaker, *Preparing Future Faculty Breakfast Speaker Series* (School of Social and Family Dynamics, Program in Family and Human Development and the Division of Educational Leadership and Policy Studies, ASU, Tempe, AZ). 12/2006

- Invited Speaker, *Combat Obstacles: Your Guide to Interracial Relationships* (Theta Nu Xi Multicultural Sorority, Tempe, AZ). 12/2006
- Invited Speaker, *Working with Asian American Clients* (Metropolitan Community Mental Health Center, Minneapolis, MN.) 2005
- Invited Speaker, *The Value of Racial Identity in Counseling* (Metropolitan Community Mental Health Center, Minneapolis, MN.) 2004
- Invited Speaker, *Surviving Graduate School for Incoming Students of Color* (Symposium conducted by the School of Public Health. University of Minnesota, Minneapolis, MN.) 2003
- Invited Speaker, *Higher Education in the United States* (Sangju University, Sangju, South Korea.) 2002
- Workshop Facilitator, *Asian American: Cultural Identity in the 21st Century*, Annual Conference. (Sponsored by Asian American Students Cultural Center. University of Minnesota, Minneapolis, MN.) 2002
- Panel Speaker, *Exploring Occupations of Health Science. Targeting freshmen of color.* (Sponsored by the Multicultural Center for Academic Programs and Research. University of Minnesota, Minneapolis, MN.) 2001

Editorial Activities

Editorial Review Board

- Consulting Editor, *Journal of Counseling Psychology* 2011-Present
- Consulting Editor, *Asian American Journal of Psychology* 2014-Present
- Consulting Editor, *Cultural Diversity and Ethnic Minority Psychology* 2011-2014

Ad-Hoc Editorial Review Board

- Ad Hoc Reviewer, *Journal of Health and Social Behavior* 2014-Present
- Ad Hoc Reviewer, *Journal of Adolescent Research* 2014-Present
- Ad Hoc Reviewer, *Journal of Immigrant and Minority Health* 2011-Present
- Ad Hoc Reviewer, *Du Bois Review: Social Science Research on Race* 2010-Present
- Ad Hoc Reviewer, *Asian American Journal of Psychology* 2010-Present
- Ad Hoc Reviewer, *Epidemiologic Reviews* 2009-Present
- Ad Hoc Reviewer, *The Counseling Psychologist* 2006-Present
- Ad Hoc Reviewer, *Journal of Counseling Psychology* 2006-2011
- Ad Hoc Reviewer, *Cultural Diversity and Ethnic Minority Psychology* 2006-2011; 2014-Present
- Ad Hoc Reviewer, *Journal of Health Care for the Poor and Underserved* 2009-Present
- Ad Hoc Reviewer, *American Journal of Epidemiology* 2009-Present
- Ad Hoc Reviewer, *Journal of Social Work Values and Ethics* 2009-Present

Professional Affiliations

Psychology Related

- Member, *American Psychological Association*. 2001-Present
- Member/Student Affiliate, *Division 45 (Study of Ethnic Minority)*, American Psychological Association. 2001-Present
- Member, Student Affiliate, *Division 17 (Counseling Psychology)*, American Psychological Association. 2000-Present
- Member/Student Affiliate, *Asian American Psychological Association*. 1999-Present
- Member, *Western Psychological Association* 2009-2011
- Member, *Korean American Psychology Network*. 1999-2006
- Student Affiliate, *Society for Personality and Social Psychology*. 2002-2006
- Member, *Minnesota Korean Graduate Student Association*. 2001-2006

Community Related

- Counselor/Committee Member of Program Development, *Camp Choson Korean Adoptee Culture Camp*. 2001-2003
- Program Liaison, *Graduate Student Liaison Committee*. 2001-2002
- Mentor, *Mentor & Mentee Program (for Korean Adoptees)*, Children's Home Society. 2001-2002

CLINICAL

Clinical Experiences

- Pre-doctoral Intern. *Counseling Center* (Utah State University). 2005-2006
Diverse caseload for individual therapy working with college students. Cofacilitated the DBT group. Assessed for learning disability using battery of assessments. Assisted in the organization, training, and program development of the undergraduate Reach Peers Program. Conducted program evaluation of Multicultural Student Services and Counseling Center addressing needs for students of color. Supervised advanced practicum trainees and peers. Served as consultant and liaison to the Multicultural Student Services.
- Practicum Intern. *Boynton Mental Health Clinic* (Minneapolis, MN). 2004-2005
Diverse caseload for individual therapy working with primarily graduate international students. Worked with multi-disciplinary team of psychologist, psychiatrist, and social workers.
- Practicum Intern. *Metropolitan Community Mental Health Center* (St. Paul, MN). 2003-2004
Primarily worked with Asian Americans in individual and group therapy. Cofacilitated group with clients with severe and persistent mental illnesses.
- Practicum Intern. *Vocational Assessment Clinic* (Minneapolis, MN). 2003-2004
Delivered assessment-based vocational counseling to adult workers from the Twin Cities area.
- Practicum Intern. *Personal Counseling Service* (University of St. Thomas, St. Paul, MN). 2002-2003
Diverse caseload for individual therapy working with college students struggling with identity, anxiety, depression, and multicultural issues.

- Practicum Intern. *University of Counseling and Consulting Service* (University of Minnesota). 2001-2002
Diverse caseload for individual therapy working with college students struggling with college adjustment, anxiety, depression, identity development, and vocational concerns. Strong focus on the use of vocational and personality assessments.