

Curriculum Vita

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PROFESSIONAL EXPERIENCE

2008-present: Professor, Department of Applied Psychology, Steinhardt School of Culture, Education, and Human Development, New York University, New York, NY
2004-2008: Associate Professor, Human Development and Family Studies, College of Health and Human Development, Pennsylvania State University, University Park, PA
1998-2004: Assistant Professor, Human Development and Family Studies, College of Health and Human Development, Pennsylvania State University, University Park, PA
1996-1998: Postdoctoral trainee, Department of Psychology, University of Miami, Coral Gables, FL

EDUCATION

B.A. (History), McGill University, Montreal, Quebec, Canada 1981-1984
M.A. (Developmental Psychology), University of Alabama at Birmingham, 1991-1993
Ph.D. (Developmental Psychology), University of Alabama at Birmingham, 1993-1996
M.P.H. (Maternal and Child Health), University of Alabama at Birmingham, 1994-1996

PUBLICATIONS

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- Blair, C., Raver, C.C., Berry, D., & the FLP Investigators (2014). Two approaches to estimating the effect of parenting on the development of executive function in early childhood. Developmental Psychology, *50*, 554-565.
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- Daneri, P. & Blair, C. (in press). Bidirectional relations between executive function and expressive vocabulary in kindergarten and first grade. Studies in Psychology/Estudios de Psicología.

MANUSCRIPTS SUBMITTED TO PEER REVIEWED JOURNALS

- Blair, C., Kivlighan, K.T., Granger, D.A., & Razza, R.P. (unpublished). A gender specific relation between cardiac vagal tone and self-regulation in preschool children from low-income homes.
- Blair, C., Willoughby, M., Greenberg, M., Werner, E. & the FLP Investigators (unpublished). Effects of poverty on effortful control at age two years.
- Willoughby, M., Pek, J., Blair, C., Greenberg, M. & the FLP Investigators (unpublished). Testing for an executive function subtype of attention deficit hyperactivity disorder in a representative sample of 3-year old children.
- Turkheimer, E., Blair, C., Sojourner, A., Protzko, J. & Horn, E. (under review). Gene-environment interaction for IQ in a randomized clinical trial of an early care and education intervention.
- Burchinal, M., Raver, C.C., Vernon-Feagans, L., Cox, M., Blair, C. & the FLP Investigators (under review). The income achievement gap in rural low-income regions: Results from the Family Life Project.
- Blair, C., Berry, D. & the FLP Investigators (under review). Moderate within-person variability in cortisol is related to executive functions in early childhood: Evidence for stress inoculation.
- Pintar, A., Sulik, M., Blair, C. & the FLP Investigators (under review). Child effortful control moderates the relation between maternal depression and anxiety in early childhood

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BOOK CHAPTERS AND ENCYCLOPEDIA ENTRIES

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- Blair, C., Calkins, S. & Kopp, L. (2010). Self-regulation at the interface of cognition and emotion: Implications for education and academic achievement. In R. Hoyle (Ed.) Handbook of personality and self-regulation (pp. 64-90). UK: Blackwell
- Blair, C. (2011). Fluid cognitive abilities and general intelligence: A lifespan developmental neuroscience perspective. In W. Overton and R. Lerner (Eds.) Handbook of lifespan developmental psychology. Volume 1. Cognition, biology, and methods (pp. 226-258). New York: Wiley
- Blair, C. & Ursache, A. (2011). A bidirectional theory of executive functions and self-regulation. In K. Vohs & R. Baumeister (Eds.) Handbook of self-regulation, 2nd edition. (pp. 300-320). New York: Guilford.
- Blair, C., Protzko, J., & Ursache, A. (2011). Self-regulation and the development of early literacy. In D. Dickinson & S. Neuman (Eds.) Handbook of early literacy research. Volume 3 (pp. 20-35). New York: Guilford.
- Raver, C.C., Blair, C., & Li-Grining, C. (2012). Extending models of emotional self-regulation to classroom settings: Implications for professional development. National Center for Research on Early Childhood Education book series on early childhood policy and practice. Baltimore: Brookes.
- Blair, C., Berry, D.J., & Friedman, A.H. (2012). The development of self-regulation in infancy and early childhood: An organizing framework for the design and evaluation of early care and education programs for children in poverty. In E. Pungello, S. Odom, N. Gardner-Neblett (Eds.) Infants, toddlers, and families in poverty: Research implications for early childcare (pp. 127-152). New York: Guilford.
- Flynn, J. & Blair, C. (2013). The history of intelligence: New spectacles for developmental psychology. In P.D. Zelazo (Ed.) Oxford handbook of developmental psychology (pp 765-790). New York: Oxford.
- Willoughby, M.W. & Blair, C. (in press). Longitudinal measurement of executive function in preschoolers. In L. Freund, P. McCardle, and J. Griffin (Eds.), Executive function in preschool age children: Integrating measurement, neurodevelopment and translational research. Washington DC: APA
- Blair, C. & McKinnon, R. (2013). The experiential canalization model of executive function development: Implications for the origins and limits of intentionality in children. In G. Seebaß, M. Schmitz, P. Gollwitzer (Eds.). Acting intentionally and its limits: Individuals, groups, institutions (pp. 245-261). Berlin: De Gruyter.
- Vernon-Feagans, L., Cox, M., & the Family Life Project Investigators (2013). The Family Life Project: An Epidemiological and Developmental Study of Young Children Living in Poor Rural Communities. Monographs of the Society for Research in Child Development, 78, number 5, serial 310
- Blair, C. (2014). Stress and the development of executive functions: Experiential canalization of brain and behavior. In P. Zelazo and M. Sera (Eds.). 37th Minnesota symposium on child psychology: Developing cognitive control processes: Mechanisms, implications, and interventions (pp. 145-180). Hoboken NJ: Wiley.
- Blair, C. & Raver, C.C. (2015). The neuroscience of social-emotional learning. In J. Durlak and R. Weissberg (Eds.) The handbook of social-emotional learning (pp. 65-80). New York: Guilford.
- Blair C., Raver, C.C., & Finegood, E. (2016). Self-regulation and developmental psychopathology:

Experiential canalization of brain and behavior (pp.484-522). In D. Cicchetti (Ed.) Developmental psychopathology, 3rd Edition. Hoboken NJ: Wiley.

Sulik, M., Daneri, P., Pintar, A., & Blair, C. (in press). Self-regulation in early childhood. In C. Tamis-Lemonda, L. Balter (Eds.) Child psychology: A handbook of contemporary issues, third edition. New York: Psychology Press.

Blair, C. (in press). A bidirectional theory of executive functions and self-regulation. In K. Vohs & R. Baumeister (Eds.) Handbook of self-regulation, 3rd edition. (pp.). New York: Guilford.

INVITED TALKS AND LECTURES

Blair, C. (1999, October). Promoting school readiness through effective self-regulation. Invited presentation at the 33rd Annual Pennsylvania School Psychology Conference. University Park, PA.

Blair, C. (2001, November). Epidemiology of school readiness?: Toward the prevention of regulatory disorders of early childhood. Invited colloquium, Psychiatric Epidemiology Training Program Seminar, Department of Epidemiology, Mailman School of Public Health, Columbia University, New York, NY

Blair, C. (2002, November). A developmental neuroscience approach to early learning and school readiness. Invited colloquium, Department of Psychology, University of Delaware, Wilmington, DE.

Blair, C. (2003, April). A developmental science approach to the study of young children. Keynote address to the Laurel Highlands Undergraduate Research Conference, Johnstown, PA.

Blair, C. (2003, May). Why social-emotional competence really is the foundation of school readiness. Invited presentation to Hempfield Counseling Associates Conference on Building Strong Families, Resilient Youth, and Healthy Communities, Harrisburg, PA.

Blair, C. (2003, July). High quality childcare and the social and emotional foundations of school readiness. Invited presentation to Head Start Region II Child Care Conference on School Readiness, NY, NY.

Blair, C. (2003, April). Education, intelligence, and the prefrontal cortex: A developmental neuroscience approach. Invited colloquium, Department of Psychology, University of Chicago, Chicago, IL.

Blair, C. (2003, April). The neurobiology of early learning and development: Research and policy implications for assessment. Invited presentation to the annual meeting of the Pennsylvania Head Start Association, Harrisburg, PA.

Blair C. (2004, February). Early intervention for children in poverty: The role of animal models in the specification of effects. Invited colloquium, Carolina Consortium on Human Development, Center for Developmental Science, University of North Carolina at Chapel Hill.

Blair, C. (2005, April). Dissociation between fluid and crystallized intelligence: A neurobiological perspective. Invited colloquium at the Sackler Institute for Developmental Psychobiology, NY, NY.

Blair, C. (2005, October). Study of the effects of parenting on aspects of brain growth and development relevant to school readiness: a work in progress. Invited paper presented to the 12th Annual Symposium on Family Studies, Penn State University, University Park, PA.

- Blair, C. (2007, September). The development of self-regulation in young children. Invited colloquium, Psychology Department, Hunter College, New York, NY.
- Blair, C. (2007, September). Maternal and child influences on developing self-regulation. Invited colloquium, Steinhardt School of Culture, Education, and Human Development, New York, NY.
- Blair, C. (2007, October). General intelligence, fluid intelligence and the development of self-regulation in children. Invited colloquium, Psychology Department, University of Michigan, Ann Arbor, MI.
- Blair, C. (2007, October). Self-regulation and school readiness. Invited colloquium, Center for Human Development, Brown University, Providence, RI.
- Blair, C. (2008, January). The development of self-regulation in young children: Relations to school readiness and early school achievement. Invited colloquium, Psychology Department, Fordham University, NY
- Blair, C. (2008, January). The development of self-regulation in young children: Relations to school readiness and early school achievement. Invited colloquium, Department of Psychology and Human Development, Peabody College, Vanderbilt University, Nashville TN
- Blair C. (2008, April). Closing the achievement gap: What can we learn from research on the development of self-regulation? Invited talk, Foresight: Department for Business Innovation, and Skills. London, UK
- Blair, C. (2009, September). Intelligence and its development across the lifespan. Invited talk, Cold Spring Harbor Conference on Intelligence, Cold Spring NY
- Blair, C. (2009, October). The development of self-regulation in early childhood. Invited colloquium, Distinguished Graduate Award, Department of Psychology, University of Alabama at Birmingham.
- Blair, C. (2009, November). The development of executive functions in early childhood. Jane Bernstein lecture in Neuropsychology, Children's Hospital Boston MA
- Blair, C. (2009, June). Executive functions and the development of school readiness. Invited talk, regional meeting of the International Society for the Study of Behavioral Development, Nanjing, China
- Blair, C. (October, 2009). Self-regulation and school readiness. Invited talk, Texas School Ready project, Children's Learning Institute, University of Texas, Austin TX.
- Blair, C. (November, 2009). Fostering the development of intelligence and self-regulation. Invited talk to the Human Capital and Economic Opportunity Working Group, University of Chicago, Chicago IL
- Blair, C. (June, 2010). Fostering cognitive development by fostering self-regulation. Invited talk presented at the forum on the implications of developmental and health science for infant/toddler care and poverty, Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill
- Blair, C. (June, 2010). Stress and the experiential canalization of development. Presentation in an invited symposium at the annual meeting of the Jean Piaget Society, St. Louis MO
- Blair, C. (June, 2010). Executive functions and self-regulation: A multilevel developmental model. Invited talk at NIH Workshop on Executive Function in Preschool Children, Washington DC

- Blair, C. (July 2010). Executive functions and early childhood education. Invited presentation to the Griffin Early Childhood Center, University of Chicago, Chicago IL
- Blair, C. (July 2010). Promoting cognitive development and school readiness by fostering self-regulation. Keynote address presented to the conference on Skill Formation in Childhood and Adolescence: Economic and Behavioral Perspectives, Freiburg, Germany
- Blair, C. (September 2010). Executive functions and school readiness: A developmental psychobiological model. Invited talk presented in the Mind, Brain, and Education colloquium, Smith College, Amherst MA
- Blair C. (October 2010). Developmental disability, cognitive ability, and innovative approaches to fostering self-regulation development. Invited address presented to Taking the Next Step: Innovative Interventions for Fetal Alcohol Spectrum Disorders, Emory University School of Medicine, Atlanta, GA.
- Blair, C. (February 2011). Self-regulation in early childhood. Invited presentation, World Bank Forum on Human Development, Washington DC
- Blair, C. (March 2011). The development of self-regulation in early childhood: How experience shapes brain development and self-regulation abilities important for success in school and in life. Invited talk presented to the International Preschool Education Conference, Istanbul Turkey
- Blair, C. (April 2011). Stress and the brain in early childhood: How experience shapes brain development and self-regulation abilities important for success in school and in life. Invited talk presented at Stress and the Brain, Johns Hopkins School of Public Health, Baltimore MD
- Blair, C. (May 2011). Wired for learning: How experience shapes brain development and self-regulation abilities important for success in school and in life. Keynote address presented to the Doctoral Program in School Psychology 44th Annual Conference, University of California Berkeley
- Blair, C. (May 2011). Stress and the brain: A psychobiological developmental perspective. Invited talk presented at The Developing Brain and Socioeconomic Status: Toward an Integrative Perspective, University of Michigan, Ann Arbor MI
- Blair, C. (June 2011). Origins of intentionality: How experience shapes the development of self-regulation. Invited talk presented at conference on The Limits of Intentionality, University of Konstanz, Germany.
- Blair, C. (September 2011). Executive functions and school readiness. Invited talk presented at the Aspen Brain Forum meeting on the Cognitive Neuroscience of Learning: Implications for Education, Aspen CO
- Blair, C. (October, 2011). The development of self-regulation in children: Experiential canalization of brain and behavior. Invited colloquium, Department of Psychology, Virginia Tech University, Blacksburg, VA
- Blair, C. (October 2011). Stress and the development of executive functions: Experiential canalization of brain and behavior. Invited presentation to the 37th Minnesota Symposium on Child Psychology, University Minnesota, Minneapolis MN

- Blair, C. (November 2011). Taking stock of developmental science: Experiential canalization of self-regulation development. Invited presentation to the Carolina Consortium on Human Development, Center for Developmental Science, University of North Carolina at Chapel Hill
- Blair, C. (January 2012). How strong is the relation between executive functions and school readiness? Invited colloquium presented at Ecole de Psychoeducation, Universite de Montreal, Montreal PQ Canada
- Blair, C. (January 2012). Self-regulation and executive function. Invited talk presented at Self-Regulation Mini-Conference, Peabody College, Vanderbilt University.
- Blair, C. (January 2012). Executive functions and school readiness. Invited presentation to the Executive Function Advisory Board Seminar for Sesame Street, New York NY.
- Blair, C. (April 2012). Stress, poverty, and early childhood: How experience shapes the brain, self-regulation ability, and school success. Invited presentation to the Learning and the Brain Conference on Emotions and Education, Columbia University, New York, NY.
- Blair, C. (April, 2012). The development of self-regulation in early childhood: Experiential canalization of brain and behavior. Tay Gavin Erickson Lecture, University of Massachusetts Amherst, MA.
- Blair, C. (May, 2012). Stress, self-regulation development, and early intervention. Invited plenary symposium, Annual meeting of the Society for Prevention Research, Washington DC.
- Blair, C. (June, 2012). Intelligence Facts and Fictions. Invited commentary, 11th Head Start National Research Conference, Washington DC.
- Blair, C. (August, 2012). Development of the brain's executive functions: Implications for education. Invited talk to Il Congresso Mundial de Neuroeducaion, Lima Peru.
- Blair, C. (October, 2012). Stress, poverty, and the development of executive functions in children: An educational crisis in the making. Plenary talk presented to the Birth to Five Policy Alliance and Peer Advocate Roundtable, New Orleans LA.
- Blair, C. (January, 2013). How strong is the relation between self-regulation and academic achievement? Invited talk presented at the meeting on Understanding Self-Regulation and its Role in Language Literacy Academic and Behavioral Outcomes at the Florida Center for Reading Research Florida State University, Tallahassee, FL.
- Blair, C. (February, 2013). Executive functions: A practice discussion. Invited talk presented at the Ounce of Prevention, Chicago IL.
- Blair, C. (February, 2013). Stress, poverty, and the development of school readiness. Invited talk presented at the Harris School of Public Policy, University of Chicago, Chicago IL.
- Blair, C. (February, 2013). Stress, poverty, and the development of school readiness. Invited talk presented at the Harvard Graduate School of Education, Harvard University, Cambridge MA.
- Blair, C. (March, 2013). Self-regulation development as a focus for the integration of neuroscience and education: Executive function, stress, and poverty in children. Invited talk presented at the Judge Baker Children's Center, Child Mental Health Forum. Boston, MA.

- Blair, C. (March, 2013). Biological and experiential influences on the development of executive functions. Invited talk presented at the Institute for Child Development, University of Minnesota, Minneapolis MN.
- Blair, C. (March, 2013). Executive function, stress, and poverty in early childhood: Gene-environment interaction in neighborhood and socioeconomic contexts. Invited talk presented at Nature & Nurture: Genetic and Environmental Influences on Children's Responses to Adversity, NICHD, Washington, DC.
- Blair, C. (April, 2013). A developmental science approach to education research and practice. Invited talk presented at the Wisconsin Center for Education Research, University of Wisconsin, Madison WI.
- Blair, C. (April, 2013). Cumulative experience of poverty and child stress physiology: Evidence for experiential canalization? Paper presented at the Biennial meeting of the Society for Research in Child Development, Seattle WA
- Blair, C. (April, 2013). Biological and experiential influences on the development of executive functions. Invited talk presented at the meeting on Basic Behavioral Science Research on Obesity, NIDDK, Washington DC.
- Blair, C. (April, 2013). Child development in the context of adversity: Experiential canalization of brain and behavior. Invited talk presented at Advancing Transdisciplinary Translation for Prevention of High-Risk Behaviors, NINR, Washington, DC.
- Blair, C. (May, 2013). The early roots of social disparities in health: Experiential canalization of brain and behavior. Invited talk presented at the Robert Wood Johnson Health and Society Scholars Annual Meeting, San Diego CA.
- Blair, C. (May, 2013). Stress and the development of executive functions and school readiness. Invited talk presented at the New York Academy of Sciences meeting on Social and Emotional Learning: Preparing Our Children to Excel, New York, NY.
- Blair, C. (June, 2013). Stress, poverty, and self-regulation: Evidence for the experiential canalization of development. Invited talk presented at Poverty and the Long Term Effects of Early Life Experience, University of California, Davis Center on Poverty Research, Davis, CA.
- Blair, C. (June, 2013). Promoting the development of self-regulation in young children: Emotion, attention, stress, and executive functions. Invited talk presented to the NAEYC Professional Development Conference, San Francisco, CA.
- Blair, C. (July, 2013). Stress, poverty, and self-regulation: Evidence for the experiential canalization of development. Invited talk presented at Mathematica, Princeton NJ.
- Blair, C. (September, 2013). A psychobiological model of self-regulation development in early childhood. Invited colloquium, the Center for Human Growth and Development, University of Michigan, Ann Arbor MI.
- Blair, C. (October, 2013). The science of early childhood: What emerging research is revealing about interconnections between early experience and health and well being over the life course. Invited presentation to Building Communities Where Children and Families Thrive, Sheridan WY

- Blair, C. (November, 2013). Psychobiology of self-regulation: Development of executive functions in early childhood. Invited colloquium, Program on Human Development and Social Policy, Northwestern University, Evanston IL.
- Blair, C. (December, 2013). Effects of poverty on school achievement: Is self-regulation a mechanism? Invited colloquium, Department of Human Development, Teachers College, Columbia University, New York, NY.
- Blair, C. (January, 2014). Psychobiology of self-regulation: Stress physiology and the development of executive functions in early childhood. Invited colloquium presented to the Department of Psychology and Human Ecology, University of Alberta, Edmonton AB Canada
- Blair, C. (January 2014) Promoting the development of school readiness and self-regulation in young children: Emotion, attention, and executive functions. Invited colloquium, Departments of Psychology and Human Ecology and the Community-University Partnership for the Study of Children, Youth, and Families, University of Alberta, Edmonton AB Canada.
- Blair, C. (January, 2014). Wired for learning: Early brain development and life success. Public lecture, the Community-University Partnership for the Study of Children, Youth, and Families, University of Alberta, Edmonton AB Canada.
- Blair, C. (February, 2014). Psychobiology of self-regulation: stress physiology and the development of executive functions in early childhood. Invited colloquium, Department of Otolaryngology, Indiana University School of Medicine, Indianapolis IN.
- Blair, C. (February, 2014). A psychobiological model of self-regulation development in early childhood. Invited colloquium, Current Work in Developmental Psychology Colloquium Series, Department of Psychology, Yale University, New Haven CT.
- Blair, C. (February 2014). A psychobiological model of self-regulation development in early childhood. Invited colloquium, Department of Psychological and Brain Sciences, Boston University, Boston MA.
- Blair, C. (March, 2014). Stress, parenting, executive function, and school achievement: Longitudinal and experimental evidence. Invited presentation to the Norfleet Symposium, Memphis TN.
- Blair, C. (March, 2014). Wired for learning: Early brain development and life success. Public lecture, Brain Awareness Night, Urban Child Institute, Memphis TN.
- Blair, C. (April, 2014). The science of early childhood: What emerging research is revealing about interconnections between early experience and health and well being over the life course. Keynote presentation to SAMHSA Project LAUNCH grantees, Bethesda MD.
- Blair, C. (April, 2014). Psychobiology of self-regulation: Stress physiology and the development of executive functions in early childhood. Invited colloquium, Department of Psychology, Stanford University, Palo Alto CA.
- Blair, C. (July, 2014). Healthy brains and healthy hearts: fostering self-regulation and learning through high quality early education. Keynote presentation to Texas School Ready! Early Childhood Summer Institute San Antonio, Texas.

- Blair, C. (October, 2014). School readiness and the development of executive functions: putting neuroscience to work in the classroom. Invited colloquium, Department of Psychology, Villanova University, Philadelphia PA.
- Blair, C. (October, 2014). Executive functions and school achievement: Longitudinal and experimental evidence. Invited talk, International Conference on Executive Functions, Stuttgart Germany
- Blair, C. (November, 2014). Putting neuroscience to work in the classroom: The case for executive functions and early learning. Invited colloquium, Institute for Population Research, Ohio State University, Columbus OH.
- Blair, C. (May, 2015). The science of self-regulation: Fostering child learning and development through high quality early education. Keynote presentation to the 2015 National Smart Start Conference, Greensboro NC.
- Blair, C. (May, 2015). Making sense of self-regulation: The development of executive functions. Paper presented in the Presidential Symposium, Annual Convention of the Association for Psychological Science, New York NY.
- Blair, C. (August, 2015). The science of self-regulation: Implications for programs and policies for children, families, and teachers. Featured plenary at the Annual Arizona First Things First Conference, Phoenix AZ.
- Blair, C. (September, 2015). The science of self-regulation: What it is, why it matters, and how to measure it. Keynote presentation to the 2015 Annual Meeting of the Native Children's Research Exchange, Denver CO.

PRESENTATIONS

Bray, N. W., Fletcher, K. L., Hawk, L. W., Van Matre, K. J., Ward, J. L., Hawk, T., & Blair, C. (1992, March). Observed and reported external strategies in mentally retarded and nonretarded children and adolescents. Paper presented at the Gatlinburg Conference on Research in Mental Retardation, Gatlinburg, TN.

Bray, N.W., Fletcher, K.L., Hawk, L.W., Van Matre, K.J., Ward, J.L., Hawk, T., & Blair, C. (1992, April). The effects of memory load on observed and reported external memory strategies in children and adolescents. Paper presented at the Southern Society for Philosophy and Psychology, Memphis, TN.

Blair, C. & Ramey, C.T. (1993, March). Multivariate analysis of children's and families' participation in the Infant Health and Development Program. Paper presented at the biennial meeting of the Society for Research in Child Development, New Orleans, LA.

Blair, C. & Ramey, C.T. (1993, March). Attenuating the IQ decline associated with at-risk status. Poster presented at the Gatlinburg Conference on Research and Theory in Mental Retardation and Developmental Disabilities, Gatlinburg, TN

Blair, C. & Ramey, C.T. (1993, June). Longitudinal analysis of an early intervention program. Poster presented at the meeting of the American Association on Mental Retardation, Washington, D.C.

Blair, C. & Gaines, K.R. (1993, August). A communication network for graduate students working on the National Head Start/Public School Early Childhood Transition Study. Paper presented at the meeting of the American Psychological Association, Toronto, Ontario, Canada.

Blair, C. & Ramey, C.T. (1994, March). A risk index for low birth weight premature infants of risk factors associated with mental retardation at three years of age. Paper presented at the Gatlinburg Conference on Research and Theory in Mental Retardation and Developmental Disabilities, Gatlinburg, TN

Bray, N.W., Fletcher, K.L., Huffman, L.F., Hawk, T.M., Ward, J.L., & Blair, C. (1994, April). Knowledge of social rules, metamnemonic knowledge, and use of external memory strategies. Poster presented at the Conference on Human Development, Pittsburgh, PA.

Gaines, K.R., Blair, C., Friedel, L., & Ramey, S.L. (1994, April) Cultural diversity and the coding of family interview data. Poster presented at the 1994 Conference on Human Development, Pittsburgh, PA.

Echols, K., Fletcher, K., Blair, C., & Ramey, C. (1994, April) Early intervention effects on motor development. Poster presented at the 1994 Conference on Human Development, Pittsburgh, PA.

Blair, C. (1994, May). A review of randomized controlled trials of early interventions for children facing environmental risk, biological risk, or established disability. Invited paper presented at the Conference of the Young Adult Institute, New York, NY.

Blair, C. & Ramey, C.T. (1995, March) Do low birth weight and early environment jointly determine developmental outcome? Paper presented at the Gatlinburg Conference on Research and Theory in Mental Retardation and Developmental Disabilities, Gatlinburg, TN

Blair, C. & Ramey, C.T. (1995, April). Identifying a family typology in early intervention research. Poster presented at the meeting of the Society for Research in Child Development, Indianapolis, IN.

Gaines, K.R., Blair, C., & Cluett, S.E. (1995, April). Family environments, cultural diversity, and Head Start: Policy implications for early childhood education. Paper presented in a symposium on education and poverty at the meeting of the Society for Research on Child Development, Indianapolis, IN.

Blair, C. (1995, April). The analysis of early intervention data. Invited paper presented at the Conference of the Young Adult Institute, New York, NY.

Blair, C., Ramey, C.T., Ramey, S.L., Nelson, K., & Goldenberg, R. (1996, March). School adjustment: Risk and resilience in the early elementary grades. Paper presented at the Gatlinburg Conference on Research and Theory in Mental Retardation and Developmental Disabilities, Gatlinburg, TN

Freida, E., Blair, C., Gaines, K.R., & Ramey, S.L., & Ramey, C.T. (1996, March). Non-native speakers of English and receipt of special education services. Poster presented at the Gatlinburg Conference on Research and Theory in Mental Retardation and Developmental Disabilities, Gatlinburg, TN

Blair, C. & Ramey, C.T. (1996, March). Children's progress through an early intervention curriculum. Paper presented at the Conference on Human Development, Birmingham, AL.

Blair, C. (1996, April). Early intervention and targeted prevention. Invited paper presented at the Conference of the Young Adult Institute, New York, NY.

Krieger Hurtado, K., Scott, K.G., & Blair, C. (1996, December). An analysis of factors influencing the administrative prevalence of mental retardation. Poster presented at the Maternal, Infant, & Child Health Epidemiology Workshop, Atlanta, GA.

Blair, C. (1997, April). School adjustment: Risk and resilience in the early elementary grades. Poster presented at the biennial meeting of the Society for Research in Child Development, Washington, D.C.

Blair, C. & Scott, K.G. (1997, July). What can statistical tests tell us about the efficacy of preventive intervention? Poster presented at the International Conference on Mental Retardation: Genes, Brain, and Behavior, New York, NY.

Blair, C., Chapman, D., & Scott, K.G. (1997, July). Identifying demographic variation in risk for mild mental retardation. Paper presented at the Joint Meeting of the Public Health Conference on Records and Statistics and the Data Users Conference, Washington, D.C.

Chapman, D., Mason, C., Scott, K.G., Urbano, R., & Blair, C. (1997, July). Early childhood risk factors for severe emotional disabilities and emotional handicap placement in Florida public schools. Poster presented at the Third Annual Florida Epidemiology Meeting. Miami Beach, FL

Chapman, D. A., Scott, K. G., Blair, C. B., Krieger-Hurtado, E. H., & Urbano, R. C. (1997, December). Epidemiological analysis of mild mental retardation in the State of Florida. Paper presented at the Maternal Infant, and Child Health Epidemiology Workshop, Atlanta, GA.

Blair, C., Chapman, D., & Scott, K. (1998, March). Individual and community level variation in risk for mild mental retardation. Paper presented at the Gatlinburg Conference on Research and Theory in Mental Retardation and Developmental Disabilities, Charleston, SC.

Blair, C., Greenberg, M., Crnic, K. & Cortez, R. (1999, March). Child affect and task orientation in a structured mother-child interaction among children with mild MR and MA and CA controls. Paper presented at the Gatlinburg Conference on Research and Theory in Mental Retardation and Developmental Disabilities, Charleston, SC.

Blair, C. (1999, April). Relating social development and cognitive development over the first three years of life: The perspective from early intervention. Poster presented at the biennial meeting of the Society for Research in Child Development, Albuquerque, NM.

White, A., Brown, J., Adam, E., Blair, C., et al. (1999, April). Growing in to research and policy practice: Comments from professionals and professionals-in-training. Invited discussion hour at the biennial meeting of the Society for Research in Child Development, Albuquerque, NM.

Blair, C. (2000, March). Understanding developmental disabilities from a public health perspective. Discussant for a symposium at the Gatlinburg Conference on Research and Theory in Mental Retardation and Developmental Disabilities, San Diego, CA.

Blair, C. (2001, March). Self-regulation and the study of early learning and development. Paper presented at the Gatlinburg Conference on Research and Theory in Mental Retardation and Developmental Disabilities, Charleston, SC.

Fletcher, K., Blair, C., Scott, M., & Bolger, K. (2001, March). Specific patterns of cognitive abilities in young children with mild mental retardation. Poster presented at the Gatlinburg Conference on Research and Theory in Mental Retardation and Developmental Disabilities, Charleston, SC.

Blair, C. & Peters, R. (2001, April). Integrating cognition and emotion in a psychobiological model of children's adaptation to Head Start. Poster presented at the biennial meeting of the Society for Research in Child Development, Minneapolis, MN.

Peters, R., Cerrito, B., Blair, C., Freeman, N., Schupp, J., & Romanini, V. (2001, April). The effect of early intervention for low birth weight, preterm infants on maternal control and child compliance. Poster presented at the biennial meeting of the Society for Research in Child Development, Minneapolis, MN.

Cerrito, B., Peters, R., Blair, C., Freeman, N., Schupp, J., & Romanini, V. (2001, April). Maternal and child characteristics associated with maternal control and child compliance among families receiving early intervention. Poster presented at the biennial meeting of the Society for Research in Child Development, Minneapolis, MN.

Blair, C. (2002, May). Correlated constraint: Developmental perspectives on cognition and emotion in early childhood. Paper presented to the Fifth Annual Summer Institute on Developmental Science, Penn State University, University Park, PA.

Blair, C. (2002, April). The neurobiology of school readiness. Invited presentation to the First International PATHS Interactive Learning Conference, Harrisburg, PA.

Blair, C. (2002, November). Trauma and the development of metacognitive skills in young children. Paper presented at the annual meeting of the International Society for Traumatic Stress Studies, Baltimore, MD.

Blair, C. and Hofer, S.M. (2003, April). A twin study of early intervention: Environmental enrichment attenuates within pair similarity. Paper present at the biennial meeting of the Society for Research in Child Development, Tampa, FL.

Blair, C., Peters, R., Granger, D. & Kivlighan, K. (2004, February). The developmental neuroscience of school readiness. Paper presented at the annual meeting of the American Association for the Advancement of Science, Seattle, WA.

Blair C. (2004, February). Why social-emotional competence really is the foundation for school readiness. Invited colloquium, Department of Psychology, University of North Carolina at Greensboro.

Blair, C. (2004, April). Developmental psychobiology of school readiness: Emerging cognitive competence in the context of poverty. Paper presented at the biennial meeting of the Conference on Human Development, Washington, DC.

Blair, C. (2004, July). Differential impact of early experience: A developmental psychobiological approach. Paper presented at the biennial meeting of the International Society for the Study of Behavioral Development, Ghent, Belgium.

Blair, C. (2006, October). Executive function and developing ability in mathematics: A functional magnetic resonance imaging study. Paper presented at the Cognitive Lunch series, Department of Psychology, Columbia University, New York, NY.

Blair, C. and the FLP Investigators. (2007, March). Maternal and child influences on developing stress reactivity. Paper presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.

Werner E., Willoughby, M., & Blair, C. (2007, April). Measurement of executive function in young children. Poster presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.

Blair, C. (2007, April). Developmental fMRI of working memory and basic calculation abilities. Paper presented at the annual meeting of the American Educational Research Association. Chicago, IL.

Blair, C., Willoughby, M., Greenberg, M., Werner E. & the Family Life Project Investigators (2007, May). Measurement of executive function in two-year-old children. Poster presented at the annual meeting of the Cognitive Neuroscience Society, New York, NY.

Knipe H, Blair C, Eslinger PJ, Wang J, Realmuto J, Baker D, Thorne S, Gamson D, Zimmerman E, Yang QX, & Rohrer L. (2007, May). Maturation of neural systems underlying calculation in typically developing children and adolescents. Poster presented at the annual meeting of the Cognitive Neuroscience Society, New York, NY

(Multiple conference presentations 2007-2016)

EXTRAMURAL RESEARCH FUNDING

National Institute of Child Health and Human Development, R03 HD39750, “Psychophysiology of adaptation in children in Head Start,” \$141,400, 2001-2003, Principal Investigator.

Pennsylvania Center for Schools and Communities, Department of Public Welfare, “Formative evaluation of the CyberStart initiative,” \$152,000, 2000-2002, Principal Investigator.

National Institute of Mental Health, R01 MH61388, “Family processes, risk, and preschool emotion regulation,” \$1,504,371. 2001-2005. Investigator. (Pamela Cole, PI.)

National Institute of Child Health and Human Development, P01 HD39667, “Family Life Project: Temperament, psychobiological, and cognitive predictors of competence among children in poor rural communities,” \$1,445,000. 2002-2007, Principal Investigator.

National Institute of Child Health and Human Development, R01 HD46064 "Head Start REDI (Research Based, Developmentally Informed)" \$1,057,624. 2003-2008 Investigator (PI: Karen Bierman)

Spencer Foundation, “Dynamics of Schooling, Neurobiology of the Prefrontal Cortex, and Enhanced Human Cognitive Performance over the Twentieth Century”, \$298,000, 2005-2008 Investigator (PI: Gamson).

National Institute of Child Health and Human Development, R01 HD51502. “The Measurement of Executive Function in Young Children,” \$2,955,657. 2005-2010. Principal Investigator.

National Institute of Child Health and Human Development, R01 HD051502-06S1 ARRA. “The Measurement of Executive Function in Young Children: Administrative Supplement”. \$234,230. 2009-2011. Principal Investigator.

National Institute of Child Health and Human Development, P01 HD39667, “Family Life Project II: Temperament, psychobiological, and cognitive predictors of school readiness among children in poor rural communities,” \$1,006,794. 2007-2012. Principal Investigator.

National Institute of Child Health and Human Development, R01 HD60296, “Tools of the Mind: Promoting ELL’s Language, Self-Regulation, and School Readiness”. \$3,490,168. 2009-2014. Investigator (PI: Hammer)

Institute of Education Sciences, R305A100058, “Tools of the Mind: Promoting Self-Regulation and Academic Ability in Kindergarten”. \$3,521,227. 2010-2014. Principal Investigator.

Administration for Children and Families, 90YR0057, “The ABC Intervention in Early Head Start Programs: Reducing the Effects of Toxic Stress for Children in Poverty”. \$1,999,978. 2011-2016. Principal Investigator.

Institute of Education Sciences, R324A120033, “Development of a Computerized Assessment of Executive Function for Preschool Children”. \$1,628,302. 2012 – 2016. Investigator (PI: Willoughby).

National Science Foundation, 1429152, “Origins of Early Individual Differences in Self-Regulation: A Multi-method Study”. \$299,999. 2014-2017. Principal Investigator.

National Institute of Child Health and Human Development, R01 HD881252, “Stress, Self-Regulation and Psychopathology in Middle Childhood,” \$6,437,479. 2015-2019. Principal Investigator.

National Institute of Child Health and Human Development, 1UG3OD023332, “Early Life Stress and the Environmental Origins of Disease: a Population-based Prospective Longitudinal Study of Children in Rural Poverty,” \$5,901,739. 2016-2018. Principal Investigator.

INTRAMURAL RESEARCH FUNDING

NYU-HHC Clinical and Translational Science Institute, “Application of a Novel Technology to Assess Neurophysiologic Indicators of Infant Self-Regulation, Cognition and Language Development”, \$27,000. 2010-2011. Investigator (Mendelsohn, PI)

Consortium for Children, Youth, and Families, Pennsylvania State University, “Using near infrared spectroscopy to examine brain activity associated with developing cognition in infants and young children” \$13,400. 2006-2007. Principal Investigator

Consortium for Children, Youth, and Families, Pennsylvania State University, “Rising mean IQ: Cognitive demand of mathematics education for young children and the neurobiology of the prefrontal cortex,” \$16,000. 2003-2004. Principal Investigator

Consortium for Children, Youth, and Families, Pennsylvania State University, “Biosocial regulation of maternal responsiveness to infants distress”, \$15,000. 2003-2004, Investigator (Granger, PI)

Population Research Institute, Pennsylvania State University, “Integrating the biological and the social: Implications for children’s school readiness,” \$19,080. 2001-2002. Principal Investigator

Consortium for Children, Youth, and Families, Pennsylvania State University, “Developmental science working group and 5th Annual Summer Institute” \$17,000. 2001-2002. Principal Investigator

College of Health and Human Development, Pennsylvania State University, “Classroom adaptation among children in Head Start” \$5,997. 1999-2000. Principal Investigator

PROFESSIONAL SERVICE

Scientific consultant, Office of the Commissioner, Administration for Children, Youth, and Families, Department of Health and Human Services, Washington, DC, 2002-2004

Co-Chair, Technical Work Group, Head Start National Reporting System, Direct Child Assessment, Administration for Children, Youth, and Families, Health and Human Services, Washington, DC, 2002-2004

Scientific Consultant to the State of Arizona on the Evaluation of the First Things First Statewide Early Childhood Initiative, 2012-present.

Scientific Consultant to the Urban Child Institute, Memphis TN, 2014-present.

Scientific Consultant to the States of Maryland and Ohio for the Development and Implementation of a Kindergarten Readiness Assessment, 2012-present.

Grant Review:

National Institutes of Health: Behavioral Mechanisms of Emotion, Stress, & Health Study Section (MESH), Biobehavioral and Behavioral Sciences Subcommittee (BBSS), and Language and Communication Study Section (formerly BBBP-3).

Institute of Education Sciences: Teacher Quality Reading and Writing Education Research Panel, and Early Intervention and Early Education Research Panel.

Editorial Board: Developmental Psychobiology

Consulting Editor: Child Development, Developmental Psychology

Manuscript Review: American Psychologist, Behavioral and Brain Sciences, British Journal of Developmental Psychology, Child Development, Developmental Neuropsychology, Developmental Psychology, Developmental Psychobiology, Demography, Early Childhood Research Quarterly, Human Brain Mapping, Journal of Abnormal Child Psychology, Journal of Applied Developmental Psychology, Journal of Marriage and Family, Journal of School Psychology, International Review of Research in Mental Retardation, Merrill-Palmer Quarterly, NeuroImage, Personality and Individual Differences, Psychoneuroendocrinology, Science, Social Development

COURSES

Advanced Topics in Child Development, Concepts and Theories in Human Development, Child Development in Cross Cultural Perspective, Development of Intelligence (graduate), Risk and Resilience (graduate), Social Epidemiology (graduate)

PROFESSIONAL MEMBERSHIPS

American Association for the Advancement of Science, American Psychological Association, Association for Psychological Science, Cognitive Neuroscience Society, International Mind, Brain, and Education Society, International Society for Developmental Psychobiology, Society for Neuroscience, Society for Research in Child Development