
ELISE CAPPELLA

Associate Professor
Department of Applied Psychology
Steinhardt School of Culture, Education, and Human Development
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EMPLOYMENT

- 2013~ **Associate Professor of Applied Psychology**
Acting Director, Undergraduate Studies in Applied Psychology (2014)
Director, Psychology and Social Intervention Program (2013-14)
Steinhardt School of Culture, Education, and Human Development
New York University
- 2007-13 **Assistant Professor of Applied Psychology**
Psychology and Social Intervention Program
Steinhardt School of Culture, Education, and Human Development
New York University
- 2006-07 **Visiting Assistant Professor of Psychology in Psychiatry**
Institute for Juvenile Research, Department of Psychiatry
University of Illinois at Chicago

EDUCATION

- 2004-06 **Postdoctoral Education Research Training Fellowship**
Institute of Education Sciences and American Psychological Association
Institute for Juvenile Research, University of Illinois at Chicago
- 2003-04 **Clinical Psychology Predoctoral Internship** (APA-approved)
Institute for Juvenile Research: Child and Adolescent Track
University of Illinois at Chicago, Department of Psychiatry
- 1997-04 **Ph.D. in Clinical/Community Psychology**
University of California, Berkeley, May 2004
M.A. in Psychology awarded in December 2000
Minor: Education and Public Policy: Children and Families
- 1989-93 **B.A. in History**
Yale University, May 1993, cum laude

HONORS AND AWARDS

- 2015 Carol Weinstein Best Paper Award for “Getting a Good Start in School: Effects of *INSIGHTS* on Children with High Maintenance Temperaments,” American Educational Research Association, Classroom Management Special Interest Group (SIG)
- 2014 Carol Weinstein Best Paper Award for “Enhancing the academic development of shy

	children: A test of the efficacy of <i>INSIGHTS</i> ,” American Educational Research Association, Classroom Management Special Interest Group (SIG)
2014	Teaching Excellence Award; Steinhardt School, New York University
2013	Summer Grant Development Award; Steinhardt School, New York University
2012	Finalist: WT Grant Scholars Award; William T Grant Foundation, New York, NY
2009	Early Career Research Scholar: Society for the Study of School Psychology
2008	Gabriel Carras Research Award; Steinhardt School, New York University
2005	Emory L. Cowen Dissertation Award for the Promotion of Wellness; Society for Community Research and Action, American Psychological Association, Division 27
2002	Graduate Student Teaching Excellence Award; University of California, Berkeley
2001	Sheldon J. Korchin Prize in Clinical Psychology; University of California, Berkeley

RESEARCH FUNDING

2013-18	Core Faculty. The New York University (NYU) Predoctoral Interdisciplinary Research Training (PIRT) Program in Education Sciences, Phase 2: <i>Preparing the next generation of education scholars to conduct and disseminate rigorous research on academic success from pre-K to college</i> (PI: Morris)	\$4 million
2014-15	Co-Principal Investigator. <i>Cooperative Learning in Afterschool Programs: Mechanisms of Language Development for ELL and non-ELL Youth</i> . NYU Institute of Human Development and Social Change (co-PI: Kieffer)	\$14,978
2013-14	Principal Investigator. <i>Impact of School Transitions on Youth Adjustment: Developmental Trajectories and School Processes in a National Sample</i> , Spencer Foundation (#201300077)	\$40,000
2008-13	Co-Investigator. <i>Center for the Study of Schools as a Context for Urban Children's Mental Health</i> , National Institute of Mental Health (NIMH 1P20MH078458-01A2; PI: Atkins)	\$4.2 million
2008-12	Co-Principal Investigator. <i>Testing the Efficacy of INSIGHTS in Enhancing the Academic Learning Context</i> , Institute of Education Sciences (IES R305A080512; PI: McClowry)	\$2.9 million
2012	Co-Principal Investigator. <i>School Transitions and Early Adolescent Development: Secondary Data Analysis and Intervention Development</i> , NYU Institute of Human Development and Social Change (co-PI: Seidman)	\$10,000
2011-12	Principal Investigator. <i>Exploring Child and Classroom Predictors of Cross-Race Friendships</i> , Innovative, Developmental, Exploratory Award (IDEA), NYU Steinhardt School	\$4,995
2008-09	Principal Investigator. <i>Bridging Mental Health and Education in Urban Schools</i> , Early Career Research Award, Society for the Study of School Psychology	\$12,270
2008-09	Principal Investigator. <i>Adaptation of MyTeachingPartner for Urban Schools</i> , NYU Steinhardt School, Community Collaborative Research Award	\$14,912
2005-07	Co-Investigator. <i>Mental Health Services and Predictors of Learning in Urban Schools</i> , National Institute of Mental Health (NIMH R01 MH073749; PI: Atkins)	\$1.8 million (to 2010)
2002-03	Principal Investigator. <i>The Prevention of Social Aggression among Girls</i> , Spencer Foundation Dissertation Fellowship	\$20,000

2002-03	Principal Investigator. <i>The Prevention of Social Aggression among Girls</i> , Woodrow Wilson Foundation / Johnson & Johnson Grant in Children's Health	\$3,000
2000-02	Principal Investigator. <i>Predictors of Academic Resilience among High School Students</i> , National Research Service Award, National Institute of Mental Health	\$37,000 + \$11,000
Submitted: March 2015	Co-Principal Investigator. <i>Outcome Evaluation of Cooperative Learning in Afterschool: Enhancing Social and Language Development for Ethnic and Language Minority Youth</i> , NYU Steinhardt Challenge Grant (co-PI: Kieffer)	\$15,000 requested
Submitted: July 2014	Co-Principal Investigator. <i>Using Continuous Improvement in Urban Schools to Improve Classroom Practices</i> , USDE / IES (PI: Nadeem)	\$2.5 million requested
Submitted: July 2014	Co-Principal Investigator. <i>Examining the Long-term Efficacy of INSIGHTS on Student Achievement and Behaviors</i> , USDE / IES (PI: O'Connor)	\$1.2 million requested

PEER-REVIEW PUBLICATIONS

(students' names are starred)

- Cappella**, E. & Hwang*, S. H. J. (in press). Peer contexts in schools: Avenues toward behavioral health in early adolescence. *Behavioral Medicine*.
- Cappella**, E., O'Connor, E. E., McCormick*, M. P., Turbeville*, A., Collins*, A., & McClowry, S. G. (in press). Classwide efficacy of *INSIGHTS*: Observed student behaviors and teacher practices in kindergarten and first grade. *Elementary School Journal*.
- Hamre, B. K., & **Cappella**, E. (in press). Measures of early adolescent development and school contexts: Narrowing the research to practice divide. *Journal of Early Adolescence*.
- McCormick*, M., O'Connor, E. E., **Cappella**, E., & McClowry, S. G. (2015). Getting a good start in school: Effects of *INSIGHTS* on children with high maintenance temperaments. *Early Childhood Research Quarterly*, 30, 128-139. doi: 10.1016/j.ecresq.2014.10.006. Online publication at <http://www.sciencedirect.com/science/article/pii/S0885200614001173#>
- O'Connor, E. E., **Cappella**, E., McCormick*, M., & McClowry, S. (2014). Enhancing the academic development of shy children: A test of the efficacy of *INSIGHTS*. *School Psychology Review*, 43(3), 239-259.
- Kim*, H. Y., Schwartz*, K., **Cappella**, E., & Seidman, E. (2014). Navigating the middle grades: Role of social context in middle grade school climate. *American Journal of Community Psychology*, 54(1), 28-45.
- McCormick*, M. P., **Cappella**, E., Hughes, D. L., & Gallagher*, E. K. (2014). Feasible, rigorous, and relevant: Developing a measure of friendship homophily for diverse classrooms. *Journal of Early Adolescence* (online publication). doi: 10.1177/0272431614547051
- Neal, J. W., Neal, Z., & **Cappella**, E. (2014). I know who my friends are, but do you? Predictors of self-reported and peer-inferred relationships. *Child Development*, 85(4), 1366-1372. doi: 10.1111/cdev.12194
- McCormick*, M. P. & **Cappella**, E. (2014). Conceptualizing academic norms in middle school: A social network perspective. *Journal of Early Adolescence*. doi: 10.1177/0272431614535093
- O'Connor, E. E., **Cappella**, E., McCormick*, M., & McClowry, S. G. (2014). An examination of the

- efficacy of *INSIGHTS* in enhancing the academic and behavioral development of children in early grades. *Journal of Educational Psychology*, 106(4), 1156-1169. doi: 10.1037/a0036615
- Neal, J. W. & **Cappella**, E. (2014). The bright side of imagined friends: Perceptual bias in network centrality and aggression. *Aggressive Behavior*, 40, 140-151. doi: 10.1002/ab.21511
- Torrente*, C., **Cappella**, E., & Neal, J. W. (2014). Children's positive school behaviors and social preference in urban elementary classrooms. *Journal of Community Psychology*, 42(2), 143-161. doi: 10.1002/jcop.21599/
- McCormick*, M. P., **Cappella**, E., O'Connor, E. E., & McClowry, S. G. (2013). Parent involvement, emotional support, and behavior problems: An ecological approach. *Elementary School Journal*, 114(2), 277-300. <http://www.jstor.org/stable/10.1086/673200>
- Cappella**, E., Kim*, H. Y., Neal, J. W., & Jackson*, D. (2013). Classroom peer relationships and behavioral engagement in elementary school: The role of social network equity. *American Journal of Community Psychology*, 52, 367-379. doi: 10.1007/s10464-013-9603-5
- Hamre, B. K., Pianta, R. C., Downer, J. T., DeCoster, J., Mashburn, A. J., Jones, S., Brown, J., **Cappella**, E., Atkins, M. S., Rivers, S. E., Brackett, M. A., & Hamagami, A. (2013). Teaching through interactions: Testing a developmental framework for understanding teacher effectiveness in over 4,000 classrooms. *The Elementary School Journal*, 113, 461-487.
- McCormick*, M. P., O'Connor, E. E., **Cappella**, E., & McClowry, S. G. (2013). Teacher-child relationships and academic achievement: A multilevel propensity score model approach. *Journal of School Psychology*, 51(5), 611-624.
- Cappella**, E., Neal, J. W., & Sahu*, N. (2012). Children's agreement on classroom social networks: Multi-level predictors in urban elementary schools. *Merrill-Palmer Quarterly*, 58, 285-313. <http://muse.jhu.edu>
- O'Connor, E. E., Rodriguez*, E., **Cappella**, E., Morris, J., & McClowry, S. G. (2012). Child disruptive behavior and parenting efficacy: A comparison of the effects of two models of *INSIGHTS*. *Journal of Community Psychology*, 40, 555-572. doi:10.1002/jcop.21482
- Cappella**, E., Hamre, B. K., Kim*, H. Y., Henry, D. B., Frazier, S. L., Atkins, M. S., & Schoenwald, S. K. (2012). Consultation and coaching in urban elementary schools: Results from a community mental health trial. *Journal of Consulting and Clinical Psychology*, 80, 597-610. doi: 10.1037/a0027725
- Cappella**, E. & Neal, J. W. (2012). A classmate at your side: Teacher practices, peer victimization, and social network affiliations. *School Mental Health*, 4, 81-94. doi:10.1007/s12310-012-9072-2
- Neal, J. W. & **Cappella**, E. (2012). An examination of network position and childhood relational aggression: Integrating resource control and social exchange theories. *Aggressive Behavior*, 38, 126-140.
- Cappella**, E., Reinke, W. M., & Hoagwood, K. (2011). Advancing intervention research in school psychology: Finding the balance between process and outcome for social and behavioral interventions. *School Psychology Review*, 40(4), 455-464.
- Cappella**, E., Jackson*, D., Bilal, C., Hamre, B. K., & Soulé, C. (2011). Bridging mental health and education in urban elementary schools: Participatory research to inform intervention development. *School Psychology Review*, 40(4), 486-508. <http://www.naspweb.org/publications/index.html>
- Neal, J. W., **Cappella**, E., Wagner*, C., & Atkins, M. S. (2011). Seeing eye to eye: Predicting teacher-student agreement on classroom social relationships. *Social Development*, 20(2), 376-393. doi: 10.1111/j.1467-9507.2010.00582.x

- Cappella**, E., Frazier, S. L., Atkins, M. S., Schoenwald, S. K., & Glisson, C. (2008). An ecological model of school based mental health services: Enhancing schools' capacity to support children in poverty. *Administration and Policy in Mental Health and Mental Health Services Research*, *35*, 395-409. doi: 10.1007/s10488-008-0182-y
- Birman, D., Beehler, S., Harris, E. M., Frazier, S., Atkins, M., Blanton, S., Fogg, L., Everson, M. L., Batia, K., Liautaud, J., Buwalda, J., & **Cappella**, E. (2008). International family, adult, and child enhancement services (FACES): A community-based comprehensive services model for refugee children in resettlement. *American Journal of Orthopsychiatry*, *78*, 121-132. doi: 10.1037/0002-9432.78.1.121
- Frazier, S. L., **Cappella**, E., & Atkins, M. S. (2007). Linking mental health and after-school systems for children in urban poverty: Preventing problems, promoting possibilities. *Administration and Policy in Mental Health and Mental Health Services Research*, *34*, 389-399. doi:10.1007/s10488-007-0118-y
- Baptiste, D., Blachman, D., **Cappella**, E., Coleman, I., Leachman, B., McKinney, L. et al. (2007). Transferring a university-led HIV/AIDS prevention initiative to a community agency. *Social Work in Mental Health*, *5*, 269-293. http://www.tandfonline.com/doi/abs/10.1300/J200v05n03_02
- Cappella**, E. & Weinstein, R. S. (2006). The prevention of social aggression among girls. *Social Development*, *15*, 434-462. doi: 10.1111/j.1467-9507.2006.00350.x
- Atkins, M. S., Frazier, S. L., & **Cappella**, E. (2006). Hybrid research models: Natural opportunities for examining mental health in context. *Clinical Psychology: Science & Practice*, *13*, 105-108. doi: 10.1111/j.1468-2850.2006.00012.x
- Cappella**, E. & Weinstein, R. S. (2001). Turning around reading achievement: Predictors of high school students' academic resilience. *Journal of Educational Psychology*, *93*, 758-770. doi: 10.1037/0022-0663.93.4.758
- Cappella**, E. & Larner, M. B. (1999). America's schoolchildren: Past, present, and future. *The future of children: When school is out*, *9*, 21-29. <http://www.jstor.org/stable/1602702>

BOOK CHAPTERS AND OTHER PUBLICATIONS

- Cappella**, E., Aber, J. L., & Kim, H. K. (in press). Teaching beyond achievement tests: Perspectives from developmental and education science. In D. H. Gitomer & C. A. Bell, *Handbook of research on teaching*. Washington, DC: American Educational Research Association.
- Seidman, E. & **Cappella**, E. (in press). Setting based interventions. In M. A. Bond, C. Keys, & I. Serrano-García (Eds.), *Handbook of Community Psychology*. Washington, DC: American Psychological Association.
- Cappella**, E. & Jackson*, D. (in press). Bullying and bullying prevention. In W. G. Scarlett (Ed.), *Classroom management: An A to Z guide*. Thousand Oaks, CA: Sage Publications, Inc.
- Jackson*, D. & **Cappella**, E. (2012). Risk and resilience in middle childhood: Lessons for school mental health promotion. In J. Waller (Ed.), *Mental health promotion in schools: Foundations*. Oak Park, IL: Bentham Science Publishers. doi: 10.2174/97816080546641120101
- Cappella**, E., Massetti, G. M., & Yampolsky, S. (2009). Rigorous, responsive, and responsible: Experimental designs in school intervention research. In L. M. Dinella (Ed.), *Conducting science-based psychology research in schools* (pp. 51-78). Washington, DC: American Psychological Association.

- Gregory, A. & **Cappella**, E. (2008). Working with socio-emotional challenges: School violence. In H. L. K. Coleman & C. J. Yeh (Eds.), *Handbook of school counseling* (693-715). Mahwah, NJ: Lawrence Erlbaum.
- Baptiste, D., Blachman, D., **Cappella**, E., Dew, D., Dixon, K., Bell, C. C., et al. (2007). Transferring a university-led HIV/AIDS prevention initiative to a community agency. In M. M. McKay & R. L. Paikoff (Eds.), *Community collaborative partnerships: The foundation for HIV prevention research efforts*. Binghamton, NY: Haworth Press.
- Lee, S. S., **Cappella**, E., & Humphreys, K. (2000). Review of “Common Purpose: Strengthening families and neighborhoods to rebuild America”. *The Community Psychologist*, 33, 19-20.

MANUSCRIPTS UNDER REVIEW AND IN PREPARATION

- Neal, J. W., Neal, Z. P., & **Cappella**, E. (under review). Seeing and being seen: Predictors of accurate perceptions about classmates’ relationships. *Developmental Psychology*.
- Kim*, H. Y. & **Cappella**, E. (under advanced review). Mapping the social world of urban classrooms: A multi-level, multi-reporter approach to social processes and behavioral engagement. *Elementary School Journal*.
- Cappella**, E., Seidman, E., Kim*, H. K., Schwartz*, K., & Hill, J. (under advanced review). A national sample of 8th grade students: Where do they fare best – K-8, middle, or junior high schools? *Educational Evaluation and Policy Analysis*.
- Nadeem, E., **Cappella**, E., Holland*, S., Coccaro, C., & Crisonino, G. (under advanced review). Development and piloting a classroom-focused measurement feedback system using a community partnered approach. *Administration and Policy in Mental Health*.
- Atkins, M. S., Shernoff, E. S., Frazier, S. L., Schoenwald, S. K., **Cappella**, E., Marinez-Lora, A., . . . , & Bhaumik, D. (under advanced review). Re-designing community mental health services for urban children: Supporting schooling to promote mental health. *Journal of Consulting and Clinical Psychology*.
- McCormick*, M.P., **Cappella**, E., O’Connor, E.E., & McClowry, S.G. (under review). Context matters for social-emotional learning: Examining variation in program impact by dimensions of school climate. *American Journal of Community Psychology*.
- McCormick*, M.P., **Cappella**, E., O’Connor, E.E., Hill, J., & McClowry, S.G. (under review). Does intervention for parents add value to social-emotional learning programs? Evidence from the randomized trial of INSIGHTS. *Journal of Research on Educational Effectiveness*.
- Cappella**, E., Hughes, D., & McCormick*, M. (in preparation). The unseen hand of teachers: Change in interracial friendships among black and white children. To be submitted to *Child Development*.
- Cappella**, E., Seidman, E., & Schwartz, K. (in preparation). Leveraging the “time between”: Opportunities for schools and social policy in early adolescence. To be submitted to *SRCD Social Policy Report*.
- Cappella**, E., Jackson*, D., Kim*, H. Y., Bilal, C., & Holland*, S. (in preparation). Mixed method implementation fidelity: Pathways toward effective classrooms and healthy students. To be submitted to *School Mental Health*.
- Jackson*, D., **Cappella**, E. & Neal, J. W. (in preparation). Classroom norms, aggressive behavior, and

children's social preference. To be submitted to *School Psychology Quarterly*.

Cappella, E. & Kim, H. K. (in preparation). Supporting effective schools: Implications of U.S. research for low- and middle-income countries. To be submitted to special issue of *Child Development*.

PROFESSIONAL PRESENTATIONS

Kim, H. Y. & **Cappella, E.** (April, 2015). *The role of intra-classroom heterogeneity in student academic behaviors in classrooms with varying teacher practices*. Paper to be presented at the annual conference of the American Educational Research Association, Chicago, IL.

McClowry, S.G., McCormick*, M.P., O'Connor, E.E., & **Cappella, E.** (2015, April). *Differential effects of INSIGHTS on the behaviors and engagement of children with challenging temperaments*. Paper to be presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Neal, J. W., Neal, Z. P., & **Cappella, E.** (March, 2015). *What predicts accurate perceptions about classroom relationships? The role of grade, class size, gender and social status*. Paper presented at the biennial conference of the Society for Research in Child Development, Philadelphia, PA.

Jackson, D., **Cappella, E.**, & Neal, J. W. (March, 2015). *Social dynamics of peer aggression in middle childhood: The role of peer networks in classroom aggression norms*. Paper presented at the biennial conference of the Society for Research in Child Development, Philadelphia, PA.

Cappella, E., McCormick*, M., & Hughes, D. (March, 2015). *Prevalence and patterns of intergroup peer relations at lunch and recess*. Paper presented at the biennial conference of the Society for Research in Child Development, Philadelphia, PA.

Kim, H. Y. & **Cappella, E.** (March, 2015). *Tracing threads of social connections: Comparing two approaches for examining classroom social networks*. Poster presented at the biennial conference of the Society for Research in Child Development, Philadelphia, PA.

McCormick*, M., **Cappella, E.**, O'Connor, E., & McClowry, S. (March, 2015). *Testing classroom mechanisms linking social-emotional learning and academic development: Evidence from a randomized trial*. Paper presented at the biennial conference of the Society for Research in Child Development, Philadelphia, PA.

McCormick*, M., **Cappella, E.**, O'Connor, E., & McClowry, S. (March, 2015). *Do intervention impacts on academic achievement vary by school climate? Evidence from a randomized trial in urban elementary schools*. Paper presented at the spring conference of the Society for Research in Educational Effectiveness, Washington, DC.

Schwartz*, K., **Cappella, E.**, Scott, M., Seidman, E., & Kim, H. K. (March, 2015). *How (and how much) do schools matter? Variation in K-8th grade achievement trajectories in a national sample*. Paper presented at the spring conference of the Society for Research in Educational Effectiveness, Washington, DC.

McClowry, S. G., McCormick, M. P., O'Connor, E. E., & **Cappella, E.** (November, 2014). *Developing, testing, and culturally adapting structured temperament-based interventions*. Invited symposium at the 20th Occasional Temperament Conference in Lincoln, Nebraska.

Kim, H. Y., Schwartz*, K., **Cappella, E.**, & Seidman, E. (September, 2014). *Navigating middle grades: Role of social contexts in students' social adaptation and experiences*. Paper presented at the fall conference of the Society for Research in Educational Effectiveness, Washington, DC.

Cappella, E. (Chair) (2014, August). *Innovative models for implementing evidence-based practices in*

- schools and communities*. Paper symposium at the annual meeting of the American Psychological Association, Washington, DC.
- Cappella, E., Nadeem, E., & Atkins, M. S.** (2014, August). *Understanding and implementing BRIDGE in urban classrooms: Results from randomized and implementation trials*. Paper presented at the annual meeting of the American Psychological Association, Washington, DC.
- Kim*, H. Y., **Cappella, E.**, Seidman, E., Schwartz*, K., & Hill, J. (2014, May). *Impact of a school transition in the middle years: Eighth grade academic competence in a national sample*. Paper presented at the annual meeting of the Society for Prevention Research, Washington, DC.
- Cappella, E.** (Chair) (2014, April). *Social and emotional learning impact: Dealing with diverse or challenging circumstances*. Roundtable at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- McCormick*, M. P., McClowry, S. G., O'Connor, E. E., & **Cappella, E.**, & (2014, April). *An examination of the efficacy of INSIGHTS in enhancing the academic and behavioral development of children in early grades*. Paper to be presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- McCormick*, M. P., O'Connor, E. E., **Cappella, E.**, & McClowry, S. G. (2014, March). *Getting a good start in school: Differential effects of INSIGHTS on the behaviors and engagement of children with challenging temperaments*. Paper presented at the annual meeting of the Society for Research on Educational Effectiveness, Washington, DC.
- McCormick*, M. P., **Cappella, E.**, Hughes, D. L. & Gallagher, E. K. (2014, March). *Cross-gender friendships and girls' academic development at the transition to adolescence: A cross-lagged analysis*. Poster presented at the biennial meeting of the Society for Research on Adolescence, Austin, TX.
- Neal, J. W., Neal, Z. P., & **Cappella, E.** (2014, February). *Perceptions of same-sex, opposite-sex, and cross-sex classroom relationships in middle childhood: Gender, grade, and transitivity effects*. Paper presented at the International Network for Social Network Analysis Sunbelt XXXIV Social Networks Conference, St. Pete Beach, FL.
- Neal, J. W., & **Cappella, E.** (2013, August). *The bright side of positive perceptual bias: Children's estimations of network centrality and aggression*. Paper presented at the annual meeting of the American Sociological Association, New York, NY.
- McClowry, S. G., O'Connor, E. E., **Cappella, E.**, & McCormick*, M. P. (2013, January). *Problems and interventions in development*. Invited paper presented at the 19th Occasional Temperament Conference, in Salt Lake City, UT.
- Cappella, E.**, McCormick*, M. P., & Hughes, D. (April, 2013). *Cross-race friendships at the transition to middle school: The role of classroom composition and teacher support*. Paper presented at the biennial conference of the Society for Research in Child Development, Seattle, WA.
- Cappella, E.** (Chair) (April, 2013). *School contexts in the middle years: Facilitating developmental and school transitions*. Symposium presented at the biennial conference of the Society for Research in Child Development, Seattle, WA.
- Kim*, H. Y., Schwartz*, K., **Cappella, E.**, & Seidman, E. (April, 2013). *Navigating transitions in the middle years: The role of school context*. Paper presented at the biennial conference of the Society for Research in Child Development, Seattle, WA.
- Neal, J. W., Neal, Z. P., & **Cappella, E.** (April, 2013). *I know who my friends are but do you? Comparing*

- predictors of real and inferred relationships*. Paper presented at the biennial conference of the Society for Research in Child Development, Seattle, WA.
- McClowry, S. G., O'Connor, E. E., **Cappella**, E. & McCormick*, M. P. (April, 2013). *Testing the efficacy of INSIGHTS in enhancing academic outcomes among shy children*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- Neal, J. W. & **Cappella**, E. (April, 2013). *The bright side of imagined "friends": Perceptual bias in network centrality and aggression*. Paper presented at the biennial conference of the Society for Research in Child Development, Seattle, WA.
- McCormick*, M., O'Connor, E., **Cappella**, E., & McClowry, S. (2013). *Estimating causal effects of teacher-child relationships on reading and math achievement in a high-risk sample: A multi-level propensity score matching approach*. Poster presented at the annual conference of the Society for Research on Educational Effectiveness, Washington, DC.
- Cappella**, E., Jackson*, D., Kim*, H.Y., Bilal, C., & Holland*, S. (June, 2012). *Implementation of BRIDGE teacher consultation and coaching in urban schools: A mixed method study*. Paper symposium presented at the annual conference of the Society for Prevention Research, Washington, DC.
- Cappella**, E. & Neal, J. W. (June, 2012). *A classmate at your side: Teacher practices, peer victimization, and network connections in urban elementary schools*. Paper symposium presented at the annual conference of the Society for Prevention Research, Washington, DC.
- McCormick*, M., Turbeville*, A., **Cappella**, E., O'Connor, E. E. & McClowry, S. G. (2012, June). *Child temperament and student-teacher relationships: A longitudinal examination of goodness of fit*. Poster presented at the Society for Prevention Research Annual Meeting, Washington, DC.
- McCormick*, M., **Cappella**, E., O'Connor, E. E. & McClowry, S.G. (2012, June). *Examining changes in parent involvement and student behaviors in urban kindergarten classrooms: A multidimensional approach*. Poster presented at the Head Start National Research Conference, Washington, DC.
- McCormick*, M., **Cappella**, E., O'Connor, E. E., & McClowry, S. G. (2012, February). *Unpacking the effects of family-school interactions on child behaviors in urban kindergarten classrooms*. Paper symposium presented at the Themed Meeting of the Society for Research in Child Development on Positive Minority Development, Tampa, FL.
- Cappella**, E. (Chair) (June, 2011). *Mental health and behavioral interventions within schools: The development and evolution of evidence-based interventions*. Paper symposium presented at the annual conference of the Society for Prevention Research, Washington, DC.
- Cappella**, E., Hamre, B., Jackson*, D., Wagner*, C., & Soulé, C. (June, 2011). *Bridging mental health and education in urban elementary schools: Community-based participatory research to inform intervention development*. Paper presented at the annual conference of the Society for Prevention Research, Washington, DC.
- Cappella**, E. (Chair) & Neal, J. W. (March, 2011). *Teacher practices and peer relational equity in urban elementary classrooms*. Paper presented at the biennial conference of the Society for Research in Child Development, Toronto, Canada.
- Jackson*, D. R., **Cappella**, E., & Mishlen*, K. (March, 2011). *Girls' involvement in peer aggression: A study of the psychological, social, and academic functioning of perpetrators and victims*. Poster presented at the biennial conference of the Society for Research in Child Development, Toronto, Canada.
- Cappella**, E. (Chair) (March, 2011). *Social networks and childhood behaviors in urban elementary schools*.

Paper symposium presented at the biennial conference of the Society for Research in Child Development, Toronto, Canada.

Neal, J. W. & **Cappella**, E. (March, 2011). *Do friends of friends matter for aggressive behaviors?* Paper presented at the biennial conference of the Society for Research in Child Development, Toronto, Canada.

Kim*, H. Y., Wagner*, C., **Cappella**, E., Mishlen*, K., & Williams*, L. D. (March, 2011). *Social networks and behaviors of English Language Learners in linguistically integrated classrooms: A developmental perspective*. Paper presented at the biennial conference of the Society for Research in Child Development, Toronto, CA.

Torrente*, C. E., **Cappella**, E., & Neal, J. W. (March, 2011). *Positive behaviors, social acceptance, and classroom norms in urban elementary schools*. Paper presented at the biennial conference of the Society for Research in Child Development, Toronto, CA.

McClowry, S., O'Connor, E. E., **Cappella**, E., & McCormick*, M. (February, 2011). *A preliminary examination of the efficacy of INSIGHTS in enhancing the academic learning context*. Paper presented at the annual conference of the Society for Research in Educational Effectiveness, Washington, DC.

McClowry, S., O'Connor, E. E., Rodriguez*, E. T., **Cappella**, E., & Morris, J. (March, 2011). *The impact of "INSIGHTS into Children's Temperament" on disruptive behavior: An investigation of mediating mechanisms*. Paper presented at the biennial conference of the Society for Research in Child Development, Toronto, CA.

Cappella, E., Kim*, H. Y., Shernoff, E., & Atkins, M. (June, 2010). *Systematic observations of classroom context and student engagement: Research and intervention implications for students with behavioral challenges*. Paper symposium presented at the annual conference of the Society for Prevention Research, Denver, CO.

Neal, J. W., **Cappella**, E., Wagner*, C., & Atkins, M. S. (April, 2010). *Seeing eye to eye: Predicting teacher-student agreement on classroom social networks*. Paper presentation at the annual conference of the American Educational Research Association, Denver, CO.

Cappella, E., Jackson*, D., Wagner*, C., Hamre, B., & Atkins, M. S. (August, 2009). *Project BRIDGE: Bridging mental health and education in urban elementary schools. Formative research Phase I: Intervention adaptation*. Poster presentation at the annual conference of the American Psychological Association, Toronto, Canada.

Torrente*, C., **Cappella**, E., Mishlen*, K., Neal, J. W., & Atkins, M. S. (August, 2009). *School micro-contexts, children's behaviors, and peer relationships: Moderators and effects*. Poster presented at the annual conference of the American Psychological Association, Toronto, Canada.

McClowry, S., O'Connor, E., & **Cappella**, E. (June, 2009). *Testing the efficacy of INSIGHTS in enhancing the academic learning context*. Poster presentation at the annual conference of the Institute of Education Sciences, Washington, DC.

Jackson*, D., **Cappella**, E., & Wagner*, C. (June, 2009). *Bridging mental health and education in urban elementary schools*. Poster presentation at the annual conference of the Institute of Education Sciences, Washington, DC.

Cappella, E. (Chair), Neal, J. W., & Atkins, M. S. (April, 2009). *Student awareness of classroom social networks in urban elementary schools*. Paper symposium presented at the biennial conference of the Society for Research in Child Development, Denver, CO.

- Cappella**, E., Shernoff, E., Mehta, T., & Atkins, M. S. (April, 2009). *Strengths and stressors in urban elementary classrooms: Mixed method analysis to inform intervention in high poverty schools*. Paper symposium presented at the biennial conference of the Society for Research in Child Development, Denver, CO.
- Wagner*, C., Zhao*, Y., Mishlen*, K., **Cappella**, E., & Neal, J. W. (October, 2008). *Factors predicting teacher awareness of student social relationships in urban classroom settings*. Paper presented at the annual conference of the Northeastern Educational Research Association.
- Atkins, M. S., Mehta, T., Frazier, S. L., **Cappella**, E., Mariñez-Lora, A., Shernoff, E., et al. (August, 2008). *Links to Learning: School and community mental health resources alignment in support of children's learning in high-poverty urban schools*. Paper symposium at the annual meeting of the American Psychological Association, Boston, MA.
- Cappella**, E., Frazier, S. L., Schoenwald, S. K., Williamson, J., & Hinton, K. (May, 2008). *Collaboration, context, and communities: Sustaining prevention in high poverty schools*. Roundtable presentation at the annual meeting of the Society for Prevention Research, San Francisco, CA.
- Cappella**, E., Shernoff, E., Neal, J. W., Mehta, T., Marinez-Lora, A., Rusch*, D., et al. (May, 2008). *Links to Learning in urban schools: Classroom context and program adaptation*. Poster presentation at the annual meeting of the Society for Prevention Research, San Francisco, CA.
- Cappella**, E., Neal, J. W., & Atkins, M. S. (March, 2008). *Links to Learning: Teacher practices and student social networks in urban classrooms*. Paper symposium presented at the annual meeting of the American Educational Research Association, New York, NY.
- Alvidrez, J., **Cappella**, E., Madison, S., Ozer, E., Patel*, S., Renfro, R. & Strambler, M. (June, 2007). *Festschrift in honor of Professor R. S. Weinstein*. Paper symposium presented at the biennial meeting of the Society for Community Research and Action, Pasadena, CA.
- Atkins, M. S., Frazier, S. L., & **Cappella**, E. (2006, June). *Mental health service model for children in high poverty urban schools: Uniting indigenous resources around learning*. Paper symposium presented at the annual meeting of the American Psychological Society, New York, NY.
- Cappella**, E. & Atkins, M. S. (2006, April). *Links to Learning Stage I: Formative research to develop an accessible, effective, and sustainable mental health model for children in urban poor schools*. Poster presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Cappella**, E. & Atkins, M. S. (2005, August). *Project P.L.A.Y. to L.E.A.R.N.: Recess as a context for development in urban poor schools*. Poster presented at the pre-conference meetings of the American Psychological Association, Washington, DC.
- Cappella**, E., Cary, M .S., Dinella, L. M., Frishkoff, G. A., Griffin, J. A., Massetti, G. M., Schreiber, F. J., Silverman, A. B., & Warren, H. K. (2005, August). *APA/IES postdoctoral education research training – Next generation education research*. Paper symposium presented at the annual meeting of the American Psychological Association.
- Cappella**, E., Atkins, M. S., & Frazier, S. L. (2005, June). *Changing the focus of mental health services in Chicago public schools*. Paper symposium presented at the biennial meeting of the Society for Community Research and Action, Urbana, IL.
- Cappella**, E. (2004, May). *The prevention of social aggression among girls*. Poster presentation at the annual meeting of the American Psychological Society, Chicago, IL.
- Cappella**, E. & Weinstein, R. S. (2003, April). *Preventing social aggression among girls: Moderators*

and effects. Poster presentation at the annual meeting of the American Educational Research Association, Chicago, IL.

Cappella, E., Rasco, L., & Miller, K. E. (2001, June). *Community-based interventions for refugee children: Theory and evaluation*. Paper symposium presented at the biennial meeting of the Society for Community Research and Action, Atlanta, GE.

Yotive, W., Sullivan, C. C., Birnbaum, A., & Rincón, C., & **Cappella, E.** (2001, May). *Dragon Tales: Research in the development of a new television series for preschool children*. Paper presented at the annual meeting of the International Communication Association, Washington, DC.

Cappella, E. (2000, April). *Uniting community training with clinical psychology: Example of a school-based intervention*. Paper presented at the annual meeting of the Western Psychological Association, University of Oregon, Portland, OR.

Cappella, E. & Weinstein, R. S. (1999, June). *Turning around reading achievement: Predictors of high school students' academic resilience*. Poster presented at the biennial meeting of the Society for Community Research and Action, New Haven, CT.

Fisch, S. M., Williams, M. E., **Cappella, E.**, Einzig, R. K., Richman, B. A., McCann Brown, S. K., & Cohen, D. (1997, May). *Taking Sesame Street beyond its curriculum: Elmo and Oscar combat lead poisoning*. Paper presented at the annual meeting of the International Communication Association, Montreal, Canada.

Yotive, W., **Cappella, E.**, & Rincon, C. (1997, May). *Building on Sesame Street: Creating educational materials for use in family child care settings*. Paper presented at the annual meeting of the International Communication Association, Montreal, Canada.

Williams, M. E., Richman, B. A., & **Cappella, E.** (1996, June). *Leading the way: The importance of formative research in the development of public health materials*. Paper presented at Head Start's Third National Research Conference, Washington DC.

INVITED PRESENTATIONS

Cappella, E. (Invited speaker). *Targeting classroom interactions and children's behavioral health in urban schools: Evidence from a pilot randomized trial*. NYU Langone Medical Center, Department of Population Health Research Seminar Series. March 2015: New York, NY.

Cappella, E., Atkins, M. S., Nadeem, E., & Neal, J. W. (March, 2015). *Using measures to individualize classroom-focused interventions for students with behavioral difficulties: Links to Learning and BRIDGE in urban schools*. Invited paper at the spring conference of the Society for Research in Educational Effectiveness, Washington, DC.

Cappella, E. (Invited speaker). *Strengthening classrooms in urban schools: Implementation and effects of BRIDGE*. Yale University, Consultation Center, Division of Prevention and Community Research. January 2015: New Haven, CT.

Cappella, E. (Invited speaker). *Understanding and supporting classrooms in urban schools: Evidence from BRIDGE*. Ohio University, Psychology Department. January 2015: Athens, OH.

Cappella, E. (Invited speaker). *Building classrooms that work: Implementation and effects of BRIDGE*. Rutgers University Graduate School of Applied and Professional Psychology. November 2014: New Brunswick, NJ.

Cappella, E. (Invited speaker). *Understanding and activating peer contexts in schools*. NYU Institute of Human Development and Social Change Conference on Context and Health. June 2014: New

York, NY.

- Cappella, E.** (Invited speaker). *Supporting effective schools: Implications of U.S. research for low- and middle-income countries*. NYU Abu Dhabi Institute Conference: Transforming settings for children and youth: Towards a global science and practice. January 2014: Abu Dhabi, UAE.
- Cappella, E.** (Invited panelist). *School safety: Legal obligations and effective practices*. New York State School Boards Association (NYSSBA) and New York State Association of School Attorneys (NYSASA) 17th Annual Pre-Convention Law Conference. October 2013: Rochester, NY.
- Cappella, E., Alicea*, S., Kim*, H. Y., & McCormick*, M.** (Invited speakers: Alphabetical beyond 1st author). *Social network perspectives in psychology and social intervention*. NYU Steinhardt Psychology and Social Intervention Colloquium Series. April 2013: New York, NY.
- Cappella, E.** (Invited speaker). *Teacher consultation and coaching within mental health practice: Classroom and child effects in urban elementary schools*. Institute of Human Development Spring 2013 Conference: Violence and Schools: New Findings and Emerging Questions from across the Disciplines. April 2013: New York, NY.
- McClowry, S., O'Connor, E. E., **Cappella, E., & McCormick, M.** (2013). *Testing the efficacy of INSIGHTS in enhancing the academic context*. NYU Steinhardt Counseling Psychology Colloquium Series. March 2013: New York, NY.
- Cappella, E.** (Faculty presenter). Colloquium Series: Conversations in Applied Psychology, New York University. November, 2011: New York, NY.
- Cappella, E.** (Invited speaker). *Bridging mental health and education in urban elementary schools: Participatory research and pilot experimental trial*. National Institute of Mental Health Cross-Center Meeting at Columbia University Department of Psychiatry. Sept, 2011: New York, NY.
- Cappella, E.** (Invited discussant). *Impact and mechanisms of change of a multi-component intervention designed to promote productive classroom contexts for rural early adolescents*. Annual conference of the Society for Research in Educational Effectiveness. March, 2011: Washington, DC.
- Cappella, E. & Brown, J.** (Invited speaker). *Schools and mental health: Prevention into treatment*. Meeting of the NYC School-Based Mental Health Committee in the NYC Department of Health and Mental Hygiene, NYC Department of Education Office of School Health, and NY State Office of Mental Health; Feb, 2011: New York, NY.
- Cappella, E.** (Invited discussant). Papers presented by Peter Bearman and Scott Gest: *13th Annual International Institute on Developmental Science*; Sept, 2010: New York, NY.
- Cappella, E.** (Keynote address). *Where (and how) does mental health fit in?* New York City Principal Appreciation Breakfast, New York-Presbyterian Hospital; Dec 2009: New York, NY.
- Cappella, E.** (Invited speaker). *Studying and supporting children's development in urban schools*. NYU Psychology and Social Intervention Program, Colloquium Series; Nov 2009: New York, NY.
- Cappella, E. & Hamre, B.** (Invited speaker). *Project BRIDGE*. Leading Innovations for Neighborhoods, Kids and Schools (LINKS), National Institute of Mental Health Meeting, University of Illinois at Chicago, Institute for Juvenile Research. May 2009: Chicago, IL.
- Cappella, E.** (Invited speaker). *Rigorous, responsive, & responsible: Intervention research with children in urban school-community contexts*. New York University, Steinhardt School of Culture, Education, and Human Development, Faculty Meeting; Feb 2009: New York, NY.

- Cappella, E.** (Invited speaker). *Enhancing the role of mental health toward children's success in school.* Child and Adolescent Research for Mental Health Action. New York State Psychiatric Institute, NYC Department of Health and Mental Hygiene: Feb 2009: New York, NY.
- Cappella, E.** (Colloquium Speaker). *Rigorous, responsive, & responsible: Intervention research with children in urban school-community contexts.* New York University, Institute of Education Sciences Pre-Doctoral Training Fellowship Colloquium: Nov 2008: New York, NY.
- Cappella, E.** (Colloquium speaker). *Methods of studying and supporting children's peer contexts.* New York University, Developmental Psychology Colloquium. April 2008: New York, NY.
- Atkins, M. S. & **Cappella, E.** (Colloquium speaker). *Links to Learning: A community-based model for school-based mental health services.* Johns Hopkins, School of Public Health, Mental Health Department Colloquium. Dec 2005: Baltimore, MD.
- Atkins, M. S., **Cappella, E.**, & Frazier, S. L. (Invited speaker). *Advancing evidence-based mental health practices for children in poverty.* NIMH Interdisciplinary Network Meeting. May 2005: Chicago, IL
- Cappella, E.** (Fellowship Speaker). *The prevention of social aggression among girls.* Woodrow Wilson Foundation, Women's and Children's Health Fellowship Meeting. April 2004: Berkeley, CA.
- Cappella, E.** & Hall, C. (Invited speaker). *Community-clinical collaboration: What does it really mean?* Psychiatry Grand Rounds, University of Illinois at Chicago. Dec 2003: Chicago, IL.
- Cappella, E.** (Invited speaker). *Manipulation, gossiping and exclusion: Girls' use of social aggression.* University of California, Berkeley, "The Pre-Teen and Teenage Years: New Findings, New Challenges." Dec 2001: Berkeley, CA.

TEACHING

Undergraduate Courses

- Social Intervention in Schools and Communities (New York University: 2010-14)
- Research Methods in Applied Psychology II (New York University: 2008-09)
- Independent Research Seminar (University of Illinois at Chicago: 2005-07)
- Clinical Psychology (Teaching Assistant, University of California, Berkeley: 1999-2000)
- Community Psychology (Teaching Assistant, University of California, Berkeley: 1998-99)
- Introductory Psychology (Teaching Assistant, University of California, Berkeley: 1997-98)

Graduate Courses

- IES-NYU Predoctoral Interdisciplinary Research Training Seminar on Causal Inference in Education (New York University: 2012-14)
- Practicum in Intervention or Policy I (New York University: 2011; 2013)
- Practicum in Intervention or Policy II (New York University: 2012; 2014)
- Adolescent Development (New York University: 2007-13)

MENTORING

New York University

- Doctoral Committee Chair: 4*
- Doctoral Committee Member: 2
- Doctoral Dissertation Reader: 15
- Dissertation Proposal Reader: 10
- Undergraduate Honors or Independent Research Mentor: 17
- Masters' Thesis Research Mentor: 10

Doctoral Students' External Fellowships

***Daisy Jackson**

Institute of Education Sciences Predoctoral Interdisciplinary Research (PIRT) Fellowship
(\$120,000 + tuition and fees)
Staff Psychologist, Reeds Center for the Treatment of Anxiety, OCD, & Related Disorders

***Ha Yeon Kim**

NYU Predoctoral Interdisciplinary Research Training (PIRT) Fellowship Award (\$30,000)
American Psychological Foundation Elizabeth Munsterberg Koppitz Fellowship (\$25,000)
Seoul National University Alumni Scholarship (\$2,500); Mitchell Leaska Award (\$5,000)
Postdoctoral Research Associate at the Harvard Graduate School of Education (2014~)

***Stacey Alicea**

National Academy of Education / Spencer Foundation Dissertation Fellowship (\$25,000)
Ford Foundation 2014 Dissertation Fellowship (\$25,000)

***Meghan McCormick**

Institute of Education Sciences Predoctoral Interdisciplinary Research (PIRT) Fellowship
(\$120,000 + tuition and fees)
National Academy of Education / Spencer Foundation Dissertation Fellowship (\$25,000)
American Psychological Foundation Elizabeth Munsterberg Koppitz Fellowship (\$25,000)
Fahs-Beck Fund Dissertation Scholarship (\$2,750); Mitchell Leaska Award (\$5,000)
SRCD Student and Early Career Council (SECC) Dissertation Funding Award (\$2,000)

Kate Schwartz

2013-14 NYU Predoctoral Interdisciplinary Research Training (PIRT) Affiliate Award (\$1,000)
2014-15 NYU Predoctoral Interdisciplinary Research Training (PIRT) Affiliate Award (\$1,000)

UNIVERSITY SERVICE

New York University

Faculty Affiliate (2008~) / IES-PIRT Leadership Board (2012~): Institute of Human Development and Social Change

Faculty Advisor (2013-14): Online Publication of Undergraduate Studies (OPUS); NYU Steinhardt Applied Psychology Undergraduate Program

Chief Marshal (2012): Steinhardt School of Culture, Education, and Human Development Baccalaureate Ceremony

Planning Committee (2009-10): Steinhardt School Education Policy Breakfast Series: *“Educational Transitions from Childhood to Adulthood: Research and Policy Initiatives”*

Reviewer: Grants, Fellowships, and Awards (Steinhardt School of Culture, Education, and Human Development: 2008-13)

Chair / Co-Chair

Comprehensive Examination Committee (Psychology and Social Intervention Program: 2010-12;
School Psychology Program: 2008-09)

Doctoral Admissions Committee (Psychology and Social Intervention Program: 2012-14)

Panelist / Guest Speaker

New Student Seminar Panel (Applied Psychology Undergraduate Program: 2013)
Ethics of Electronic Communication (Applied Psychology Undergraduate Program: 2012)
Applied Psychology Undergraduate Program Professional Development Panel (2010, 2011)
Chinese University Presidents and NYU Educational Forum (Steinhardt School: 2010)
“Preparing for a Successful Third Year Review” (Steinhardt School: 2010)
“Lunch and Learn” (Applied Psychology Undergraduate Program: 2010)
Child Development (Teaching and Learning Undergraduate Program: 2013)
Culture, Context, and Psychology (Applied Psychology HDSI Program: 2009-12)
Families, Schools, and Child Development (Applied Psychology Undergraduate Program: 2009)

Participant

NYU Abu Dhabi Conference (International Center of Excellence in Transforming Settings: 2014) “*Transforming Settings for Children and Youth: Towards a Global Science and Practice*”
NYU Abu Dhabi Conference (Steinhardt School, Harvard, Yale, and Mathematica: 2010)
“*Beyond Child Indicators: A Framework to Assess and Evaluate the Quality of Early Childhood Services and Programs in Global Contexts*”
Child and Family Policy Center Conference (Institute of Human Development and Social Change: 2010) “*Strengthening Educational Partnerships: Creative Solutions to Meet the Needs of Immigrant Families*”
National and International Perspectives on Place-Based Randomized Trials in Education (Institute of Human Development and Social Change: 2008)

Member

Doctoral Admissions Chair (Psychology and Social Intervention Program: 2013-14)
Teaching Committee (Applied Psychology Department: 2013-14)
Doctoral Affairs Committee (NYU Steinhardt School: 2011-13)
Doctoral Admissions Committee (Psychology and Social Intervention Program: 2007-08, 2010-11)
Undergraduate Task Force (NYU Steinhardt School: 2010)
Early Childhood Working Group (Institute for Human Development and Social Change: 2008-14)
Undergraduate Committee (Applied Psychology Department: 2008-11)
Faculty Search Committee (Psychology and Social Intervention: 2008-09)
Awards and Social Committee (Applied Psychology Department: 2007-09)

COMMUNITY SERVICE

Skill Building Leader (2014)

New York State Council of School Superintendents, 2014 Winter Institute and Lobby Day,
Mission Critical: Defending Schools & Children. March 2014: Albany, NY.

Consultant / Trainer (2007 ~)

Hunts Point Alliance for Children (2014-15)
Turn 2 Us, School-Based Mental Health Promotion and Prevention, PS 102 (2010-11)
New York City Public Schools, Report to Office of Special Education Initiatives: Atkins, M. S. & Cappella, E. (2007). *Counseling for students receiving special education services: Guidelines*,

limitations, and recommendations.

Child and Adolescent Psychiatry Residency Training Program of Columbia and Cornell Universities; Robert F Kennedy School, New York, NY. (2012-2014)

Supervisor / Mentor (2006 ~)

Behavioral and Social Science Research Program: Bronx High School of Science (2014)

Harlem Children Society Program in STEM & Allied Sciences for Under-Resourced and Under-Served High School and Undergraduate Students (2010)

NY-Presbyterian Hospital, Columbia University (2009-11)

Community Counseling Centers of Chicago, ABLA Urban Systems of Care (2006)

Workshop Leader (2008-13)

Columbia University Child Psychiatry Fellows and the RFK School (P169) (2014)

Jersey City Public School District (2013)

Queen's Children's Psychiatric Center (2012)

School Based Mental Health Programs; Children's Hospital of NY-Presbyterian (2009-11)

New York City Public Schools: PS 4, PS 189 (2008-09)

New York City School Based Mental Health Committee (NYC Department of Health & Mental Hygiene: 2012; Participant: 2008-11)

PROFESSIONAL SERVICE

Associate Editor (2014~)

Journal of Early Adolescence

Editorial Board Member (2007~)

AERA Open (2014~)

School Psychology Review (2012~)

School Psychology Quarterly (2012~)

Journal of Emotional and Behavioral Disorders (2010~)

School Mental Health (2009~)

Journal Manuscript Ad Hoc Reviewer (2008~)

Prevention Science

American Educational Research Journal

Administration and Policy in Mental Health and Mental Health Services Research

Journal of Early Adolescence

Journal of Applied Developmental Psychology

Journal of Clinical Child and Adolescent Psychology

Reviewer (2014): American Psychological Association (APA) Dissertation Research Award Applications

Program Chair (2012-14): American Psychological Association (APA), Society for Clinical Child and Adolescent Psychology (SCCAP: Division 53)

Newsletter Editor (2013-14): American Educational Research Association (AERA) Social and Emotional Learning (SEL) Special Interest Group (SIG)

Conference Reviewer (2008~)

American Educational Research Association

Society for Research in Child Development
Society for Research in Educational Effectiveness

Grant Consultant (2011~): “*A Toolkit for Identifying and Assessing Socially Rejected Children;*” Institute of Education Sciences (R305A110143; PI: C. McKown)

Guest Associate Editor

Journal of Early Adolescence (2013-14) Special Issues: “*Using Measurement to Understand and Impact Early Adolescents’ Experience in Schools: Observations (Part 1) and Surveys (Part 2)*”

School Psychology Review (2010-11) Special Series: “*Intervention Development with Schools and Communities: Systematic and Collaborative Processes*”

Planning Committee

Society for Research in Child Development Conference Grant to the Center for the Advanced Study of Teaching and Learning, University of Virginia (2012-13) “*Leveraging Knowledge from Developmental Science for P-16 Educational Policy Reforms*”

School Psychology Research Collaboration Conference (Society for the Study of School Psychology: 2010-11)

Organization Member (2001~)

American Psychological Association (APA)

- Division 27: Society for Community Research and Action
- Division 53: Clinical Child and Adolescent Psychology
- Division 16: School Psychology

Society for Prevention Research (SPR)

Society for Research in Child Development (SRCD)

American Educational Research Association (AERA): Social and Emotional Learning SIG