

## C. Cybele Raver

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### **Education:**

- 1994 Ph.D., Developmental Psychology, Yale University.  
Dissertation title: *The relation between mother-child reciprocity and two-year-olds' social competence.*
- 1991 - 1992 M.S., M. Phil., Developmental Psychology, Yale University.
- 1986 B.A. Magna Cum Laude, Harvard/Radcliffe University.

### **Professional Positions:**

- 2018-Present **Deputy Provost,**  
New York University
- 2016-2018 **Senior Vice Provost for Academic Analytics and Graduate Academic Affairs,** New York University
- 2012-2016 **Vice Provost for Faculty and Research Affairs,**  
New York University.
- 2009-present **Professor,** Department of Applied Psychology, Steinhardt School of Culture, Education, and Human Development, New York University.
- 2010-2012 **Director, The Institute for Education Sciences-funded Predoctoral Interdisciplinary Research Training,** Steinhardt School of Culture, Education, and Human Development, Wagner School of Public Service, Faculty of Arts and Science, New York University.
- 2007-2011 **Director, Institute of Human Development and Social Change,** Steinhardt School of Culture, Education, and Human Development, Wagner School of Public Service, Faculty of Arts and Science, New York University.
- 2007-2009 **Associate Professor,** Department of Applied Psychology, Steinhardt School of Culture, Education, and Human Development, New York University.
- 2002-2007 **Director, Center for Human Potential and Public Policy,** Irving B. Harris Graduate School of Public Policy Studies, University of Chicago.
- 2000-2007 **Associate Professor,** Irving B. Harris Graduate School of Public Policy Studies, University of Chicago.
- 2000-2001 **Visiting Research Fellow,** National Center for Children in Poverty, Mailman School of Public Health, Columbia University.
- 1994-2000 **Assistant Professor,** Department of Human Development, Cornell University.

- 1992                    **Instructor**, Yale University, Department of Psychology.
- 1989                    **Research Assistant**, Bush Center for Child Development and Social Policy, Yale University, to Edward F. Zigler, Ph.D.
- 1986-1987            **Research Assistant**, Harvard Infant Study, Cambridge, MA, to Jerome Kagan, Ph.D.

**Selected Board Memberships and Key Advisory Roles:**

- 2010-present   **Director**, Spencer Foundation Board of Directors
- 2012-2017   **Member**, Technical Advisory Committee, "Race to the Top Early Learning Challenge" grants to Maryland and Ohio, Council of Chief State School Officers
- 2012                **Member**, strategic planning group, policy development for early childhood programs, US Department of Health & Human Services, Office of the Assistant Secretary for Policy and Evaluation
- 2005-2011   **Member**, Psychosocial Development, Risk and Prevention Study Section, Center for Scientific Review, National Institutes of Health (NIH).

**Grants, Contracts, and Awards:**

- 2016                **U.S. Department of Education, Institute of Education Sciences.** Improving low-income students' odds of being "on-track" and college ready in Chicago Public Schools: The respective roles of child self-regulation and preschool vs. high school intervention. \$3.17M, Role: Principal Investigator.
- 2015                **Foundation for Child Development.** Using data to improve quality: Formal and informal mechanisms for supporting professional development for NYC's PreK For All. \$355,000. Role: Principal Investigator.
- 2014                **U.S. Department of Education, Institute of Education Sciences (9/14-9/15).** Strengthening the research architecture for high quality universal pre-K: Leveraging the opportunity of an historic expansion. \$100,000. Role: Principal Investigator.
- 2014                **National Institute of Child Health and Human Development (NICHD).** "Type, timing and turbulence of poverty-related risk: Evidence from CSRP." R01 competing continuation for project initially entitled "Emotions Matter." . \$3.2M. Role: Principal Investigator
- 2012                **Distinguished Contributions of Applications of Psychology to Education and Training Award** from American Psychological Association (APA) in recognition of evidence-based applications of psychology to education and training.
- 2011                **Administration for Health and Families, Department of Health and Human Services**, awarded (09/30/11-09/29/16). "The ABC intervention in Early Head Start programs." \$2 million. Role: Co-Principal Investigator. Clancy Blair, Principal Investigator.
- 2011                **Administration for Health and Families, Department of Health and Human Services**, awarded (07/01/11-06/30/13). "Moderators, mechanisms, methods, and

measurement in the Head Start Impact Study.” \$1.2 million. Role: Co-Investigator. Pamela Morris, Principal Investigator.

- 2011 **National Institute of Child Health and Human Development (NICHD)**, awarded (07/15/11-04/30/13). “School reform and beyond: Pre-K to 1<sup>st</sup> grade.” \$463,133. Role: Co-Investigator. Stephanie Jones, Principal Investigator.
- 2010 **John D. and Catherine T. MacArthur Foundation**, awarded (09/01/10-08/31/12). “How Housing Matters for Families with Children.” \$232,000. Role: Co-Investigator.
- 2010 **U.S. Department of Education (USDE, IES)**, awarded (05/01/10-04/31/14). “Tools of the mind: Promoting self-regulation and academic ability in kindergarten.” \$3.5 million. Role: Co-Investigator. Clancy Blair, Principal Investigator.
- 2009 **Griffiths Award**, awarded from The Steinhardt School of NYU to recognize her research in advancing the field of knowledge and professional practice.
- 2009 **National Institute of Child Health and Human Development (NICHD)**, awarded (08/13/09-07/31/14). “Testing CSRP’s impact on low-income children’s outcomes in 3<sup>rd</sup> – 5<sup>th</sup> grade: A 5-year follow-up.” R01 A2 competing continuation for project initially entitled “Emotions Matter.” . \$3.2M. Role: Principal Investigator
- 2008 **Spencer Foundation**. “Early investments in non-cognitive skills: Testing the impact of CSRP on low-income children’s educational outcomes in 3<sup>rd</sup> grade.” \$662,575. Role: Principal Investigator.
- 2008 **Institute of Education Sciences (IES)**, awarded (09/01/08 – 08/31/13) “The New York University (NYU) Predoctoral Research Training (IES-PIRT) Program in Education Sciences.” \$4.2M. Role: Co-Principal Investigator.
- 2008 **Spencer Foundation**. “Testing CSRP’s impact on low-income children’s outcomes in 3<sup>rd</sup> grade (Relocation and re-enrollment subcomponent).” \$75,000. Role: Principal Investigator.
- 2008 **National Institute for Child Health and Human Development (NICHD)**, SEED award for project entitled “Family Income and Child Development Across the School Years (formerly entitled “Economic disadvantage: Effects on Children).” \$66,523. Role: Co-Investigator. Elizabeth Gershoff and J. Lawrence Aber, Principal Investigators.
- 2007 **Department of Health and Human Services**, “The Head Start CARES Project.” \$15.7M. Role: Senior Leadership Team, Leader of Measurement Sub-group. Pamela Morris, Principal Investigator.
- 2007 **National Science Foundation (NSF)**, (09/01/07-08/31/12). “IRADS: The Study of Culture, Social Settings, and Child Development Across School Transitions.” \$2.4 million. Role: Co-Investigator. Catherine Tamis-LeMonda, Principal Investigator
- 2007 **MacArthur Foundation**, “The Foundations of Learning Project (Chicago): Improving emotional and behavioral adjustment among preschoolers.” \$900,000. Role: Co-Principal Investigator. Pamela Morris, Principal Investigator.

- 2007 **Spencer Foundation**, “Measuring non-cognitive predictors of school success from early childhood to adolescence: Empirical roadblocks and their solutions” conference, \$40,000. Role: Principal Investigator/Conference Chair.
- 2005 **National Institute for Child Health and Human Development (NICHD)** “Socio-emotional assessments of young children’s school readiness” 9/1/06-8/31/10, \$2.3M. Role: Co-Investigator. Susanne Denham, Principal Investigator
- 2005 **Supplement to William T. Grant Faculty Scholars Award to Support Junior Researchers of Color**, to provide mentorship and training to two members of the CSRP research staff, over 2 years, \$60,000. Role: Principal Investigator/Mentor.
- 2004 **National Institute for Child Health and Human Development (NICHD)**, “Child health, education and welfare in the context of economic disadvantage” for funding to hold a series of three conferences from 5/01/04 -5/31/06, Role: Principal Investigator/Conferences Chair.
- 2003 **National Institute for Child Health and Human Development (NICHD)**, “Emotions matter: Testing the impact of classroom-based integrated intervention in promoting low-income children’s school readiness.” \$3.3M. Role: Principal Investigator.
- 2003 **McCormick Tribune Foundation**, continued support for the Center for Human Potential and Public Policy, Harris School of Public Policy, University of Chicago, \$804,000. Role: Principal Investigator.
- 2002 **National Institute for Child Health and Human Development (NICHD)**, SEED award “Dynamic socioeconomic disadvantage: Effects on children.” \$1.6M. Role: Co-Investigator. J. Lawrence Aber, Principal Investigator.
- 2002 **“Professor of the Year,” Faculty Award for Excellence in Teaching**, Harris Graduate School of Public Policy Studies, University of Chicago.
- 1999 **Faculty Scholars Award, W.T. Grant Foundation**. “Resilience in the context of Welfare Reform: Longitudinal relations between employment, psychological well-being, and parenting among low-income families.” \$250,000.
- 1997 **National Science Foundation (Division of SBER)** for project entitled: “Effective parenting practices and the resilient social competence of low-income preschoolers.1997-2000.” \$215,900. Role: Principal Investigator.
- 1996 **Innovative Research Award, Bronfenbrenner Life Course Center** for seed funding: “Effective parenting practices and the resilient social competence of low-income preschoolers.” Cornell University. \$10,000.
- 1993 Robert M. Leyland Dissertation Fellowship in the Social Sciences, Yale University.
- 1993 John F. Enders Research Grant, Yale University.
- 1992 Dissertation Research Grant, Bush Center for Child Development and Social Policy, Yale University.
- 1992 Prize Teaching Fellowship, Yale University.

## **Publications**

(\* Co-authored with doctoral and/or postdoctoral trainees)

\*Perry, R. E., Finegood, E. D., Braren, S. H., DeJoseph, M., Putrino, D. F., Wilson, D. A., Sullivan, R., **Raver, C. C.**, Blair, C. & Family Life Project Key Investigators (2019). Developing a neurobehavioral animal model of poverty: Drawing cross-species connections between environments of scarcity-adversity, parenting quality and infant outcome. *Development and Psychopathology*, 31, 2, 399-418.

Hurwich-Reiss, E., Watamura, S. E., & **Raver, C. C.** (2019). Beyond income: Expanding our empirical toolkit to better predict caregiver well-being. *Journal of Child and Family Studies*, 28 (3), 753-764.

\*Roy, A. L., **Raver, C. C.**, Masucci, M. D., & DeJoseph, M. (2019). "If they focus on giving us a chance in life we can actually do something in this world": Poverty, inequality, and youths' critical consciousness. *Developmental Psychology*, 55, 3, 550-556.

\*Watts, T. W., Gandhi, J., Ibrahim, D. A., Masucci, M. D. & **Raver, C. C.** (2019). The Chicago School Readiness Project: Examining long-term impacts of an early childhood intervention. *PLoS ONE* 13 (7), e0200144

\*Daneri, M. P., Sulik, M. J., **Raver, C. C.** & Morris, P. A. (2018). Observers' reports of self-regulation: Measurement invariance across sex, low-income status, and race/ethnicity. *Journal of Applied Developmental Psychology*, 55, 14-23.

\*McKinnon, R. D., Friedman-Krauss, A., Roy, A. L., & **Raver, C. C.** (2018). Teacher-child relationships in the context of poverty: the role of frequent school mobility. *Journal of Children and Poverty*, 1-22.

\*Finegood, E. D., **Raver, C. C.**, DeJoseph, M. L., & Blair, C. (2017). Parenting in poverty: Attention bias and anxiety interact to predict parents' perceptions of daily parenting hassles. *Journal of family psychology*, 31(1), 51.

Pressler, E., **Raver, C. C.**, & Masucci, M. D. (2017). Increasing Low-income Mothers' Educational Attainment: Implications for Anti-poverty Programs and Policy. *Journal of Applied Research on Children: Informing Policy for Children at Risk*, 7(1), 12.

**Raver, C. C.**, Roy, A. L., Pressler, E., Ursache, A. M., & Charles McCoy, D. (2016). Poverty-Related Adversity and Emotion Regulation Predict Internalizing Behavior Problems among Low-Income Children Ages 8–11. *Behavioral Sciences*, 7(1), 2.

Pressler, E., Raver, **C. C.**, Friedman-Krauss, A. H., & Roy, A. L. (2016). The roles of school readiness and poverty-related risk for 6th grade outcomes. *Journal of Educational and Developmental Psychology*, 6(1), 140-156. doi: <http://dx.doi.org/10.5539/jedp.v6n1p140>.

Zhai, F., **Raver, C. C.**, & Jones, S. (2015). Social and emotional learning services and child outcomes in third grade: Evidence from a cohort of Head Start participants. *Children and Youth Services Review*, 56, 42-51.

\*Lowenstein, A. E., Friedman, A. H., **Raver, C. C.**, Jones, S. M., & Pess, R. (2015). School climate, teacher-child closeness, and low-income children's academic skills in kindergarten. *Journal of*

*Educational and Developmental Psychology*, 5.2 (2015): 89. doi:  
<http://dx.doi.org/10.5539/jedp.v5n2p89>

\*Friedman-Krauss, A. & Raver, C. C. (2015). Does school mobility place elementary school children at risk for lower math achievement? The mediating role of cognitive dysregulation. *Developmental Psychology*, 51.

\*Ursache, A. & **Raver, C. C.** (2015). Iowa Gambling Task performance and executive function predict low-income urban preadolescents' risky behaviors. *Personality and Individual Differences*, 79, 1-6.

Blair, C. & Raver, C. C. (2015). School readiness and self-regulation: A developmental psychobiological approach. *Annual Review of Psychology*, 66, 711-31. doi:10.1146/annurev-psych-010814-015221.

\*Blair, C., **Raver, C. C.** & Finegood, E. (in press). Self-regulation and developmental psychopathology: Experiential canalization of brain and behavior. In Cicchetti, D. (Ed), *Developmental Psychopathology* (3<sup>rd</sup> Ed).

\*McCoy, D. C., Roy, A. L., & Raver, C. C. (2015). Neighborhood crime as a predictor of individual differences in emotional processing and regulation. *Developmental Science*.

\*McCoy, D. C., **Raver, C. C.**, Sharkey, P. (2015). Children's cognitive performance and selective attention following recent community violence. *Journal of Health and Social Behavior*, 56(1), 19-36. doi: 10.1177/0022146514567576

\*McCoy, D. C., & **Raver, C. C.** (2015). Household instability and self-regulation among poor children. *Journal of Children and Poverty*.

Blair, C. & **Raver, C.** (2014). Closing the achievement gap through modification of neurocognitive and neuroendocrine function: Results from a cluster randomized controlled trial of an innovative approach to the education of children in kindergarten. *PLOS ONE*.

Blair, C. B., **Raver, C. C.**, Berry, D., Willoughby, M. & Family Life Project Key Investigators (2014). Two approaches to estimating the effect of parenting on the development of executive functioning in early childhood. *Developmental Psychology*, 50, 554-565. DOI: 10.1037/a0033647

\*Friedman-Krauss, A. H., **Raver, C. C.**, Neuspiel, J. M., & Kinsel, J. (2014). Child behavior problems, and teacher executive function skills as predictors of teacher stress in Head Start. *Early Education and Development*, 25, 530-552.

Jones, S. M., Bub, K., & **Raver, C. C.** (2014). Unpacking the black box of the CSRP intervention: The mediating roles of teacher-child relationship quality and self-regulation. *Early Education and Development*, 24(7), 1043-1064.

**Raver, C. C.**, Blair, C., Garrett-Peters, P. & Family Life Project Key Investigators (2014). Poverty, household chaos, and interparental aggression predict children's ability to recognize and modulate negative emotions. *Development and Psychopathology, first view*. DOI: 10.1017/S0954579414000935

\***Raver, C. C.**, Roy, A. & Pressler, E. (2014). Struggling to stay afloat: Dynamic models of poverty-related adversity and child outcomes. In Amato, P. R., Booth, A., McHale, S. M., & Van Hook,

J. (Eds.). *Families in an Era of Increasing Inequality: Diverging Destinies* (pp 201-212). New York: Springer.

\*Roy, A. & Raver, C. C. (2014). Are all risks equal? Early experiences of poverty-related risk and children's functioning. *Journal of Family Psychology*, doi: 10.1037/a0036683

\*Roy, A., McCoy, D., & Raver, C. C. (2014). Instability vs. quality: Residential mobility neighborhood poverty and children's self-regulation. *Developmental Psychology*.

\*Ursache, A. & Raver, C. C. (2014). Trait and state anxiety: Relations to executive functioning in an at risk sample. *Cognition and Emotion*. 28(5), 845-855.

\*Yudron, M., Jones, S. M., & Raver, C. C. (2014). Operationalizing classroom composition: Three operationalizations and their effects on child outcomes. *Early Childhood Research Quarterly*.

\*Burdick, J., Roy, A. L., & Raver, C. C. (2013). Evaluating the Iowa Gambling Task as a direct assessment of impulsivity with low-income children. *Personality & Individual Differences*, 55(7), 771-776.

\* McCoy, D. C., Roy, A. E., & Sirkman, G. (2013). Neighborhood crime and school climate as predictors of elementary school academic quality: A cross-lagged panel analysis. *American Journal of Community Psychology*, 52, 128-140.

Morris, P., Millenky, M., Raver, C.C., & Jones, S.M. (2013) Does a preschool social and emotional wellbeing intervention pay off for classroom instruction and children's behavior and academic skills? Evidence from the foundations of learning project. *Early Education and Development* 24(7), 1020-1042.

Raver, C. C., Blair, C., Willoughby, M., & Family Life Project Key Investigators (2013). Poverty as a predictor of 4-year-olds' executive function: New perspectives on models of differential susceptibility. *Developmental Psychology*, 49(2), 292-304. doi: 10.1037/a0028343.\*

\*Raver, C. C., McCoy, D. C., Lowenstein, A. E., & Pess, R. A. (2013). Predicting individual differences in low-income children's executive control from early to middle childhood. *Developmental Science*, 16(3), 394-408.

Aber, J. L., Morris, P., & Raver, C. C. (2012). Children, families, and poverty: Definitions, trends, emerging science and implications for policy. *Society for Research in Child Development Social Policy Report*, 26(3), 3-19.

Blair, C. & Raver, C. C. (2012). Child development in the context of adversity: Experiential canalization of brain and behavior. *American Psychologist*, 67(4), 309-318.

Blair, C. & Raver, C. C. (2012). Individual development and evolution: Experiential canalization of self-regulation. *Developmental Psychology*, 48, 647-657.

Raver, C. C. (2012). Low-income children's self-regulation in the classroom: Scientific inquiry for social change. *American Psychologist*, 67(8), 681-689.

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\* Co-authored with doctoral and/or postdoctoral trainees

\***Raver, C. C.**, Smith-Carter, J., McCoy, D. C., Roy, A., Ursache, A. & Friedman, A. H. (2012). Testing models of children's self-regulation within educational contexts: Implications for measurement. *Advances in Child Development and Behavior*, 42, 245-270.

\*Sharkey, P., Tirado-Strayer, N., Papachristos, A. & **Raver, C. C.** (2012). The effect of local violence on children's attention and impulse control. *American Journal of Public Health*, 102(12), 2287-2293.

\*Ursache, A., Blair, C., & **Raver, C. C.** (2012). The promotion of self-regulation as a means of enhancing school readiness and early achievement in children at risk for school failure. *Child Development Perspectives*, 6(2), 122-128.

\*Zhai, F., **Raver, C. C.**, & Jones, S. (2012). Academic performance of subsequent schools and impacts of early interventions: Evidence from a randomized controlled trial in Head Start settings. *Children and Youth Services Review*, 34, 946-954.

Blair, C., **Raver, C. C.**, Granger, D., Mills-Koonce, R., Hibel, L., & Family Life Project Key Investigators (2011). Allostasis and allostatic load in the context of poverty in early childhood. *Development and Psychopathology*. 23, 845-857.

\*McCoy, D. C., & **Raver, C. C.** (2011). Caregiver emotional expressiveness, child emotion regulation, and child behavior problems among Head Start families. *Social Development*, 20(4), 741-761.

\*McCoy, D. C., **Raver, C. C.**, Lowenstein, A. E., & Tirado-Strayer, N. (2011). Assessing self-regulation in the classroom: Validation of the BIS-11 and the BRIEF in low-income, ethnic minority school-age children. *Early Education & Development*, 22(6), 883-906.

\***Raver, C. C.**, Jones, S. M., Li-Grining, C. P., Zhai, F., Bub, K, & Pressler, E. (2011). CSRP's impact on low-income preschoolers' pre-academic skills: Self-regulation as a mediating mechanism. *Child Development*, 82(1), 362-378.

\*Zhai, F., **Raver, C. C.**, & Li-Grining, C. P. (2011). Classroom-based interventions and teachers' perceived job stressors and confidence: Evidence from a randomized trial in Head Start settings. *Early Childhood Research Quarterly*, 26(4), 442-452.

#### 2006- 2010:

\*Li-Grining, C., **Raver, C. C.**, Champion, K., Sardin, L., Metzger, M. W., & Jones, S. M. (2010). Understanding and improving classroom emotional climate in the "real world": The role of teachers' psychosocial stressors. *Early Education and Development*, 21(1), 65-94.

Morris, P., **Raver, C. C.**, Millenky, M., Jones, S. M., & Lloyd, C. (2010). *Making preschool more productive: How classroom management training can help teachers*. New York, NY: MDRC.

\*Zhai, F., **Raver, C. C.**, Jones, S. M., Li-Grining, C. P., Pressler, E., & Gao, Q. (2010). Dosage Effects on School Readiness: Evidence from a Randomized Classroom-Based Intervention. *Social Service Review*, 84(4), 615-655.

Keels, M. & **Raver, C. C.** (2009). Early learning experiences and outcomes for children of U.S. immigrant families: Introduction to the special issue. *Early Childhood Research Quarterly*, 24, 363-366.



Morris, P., **Raver, C. C.**, Lloyd, C. M., & Millenky, M. (2009). *Can teacher training in classroom management make a difference for children's experiences in preschool? A preview of findings from the Foundations of Learning Demonstration*. MDRC: New York, NY.

\***Raver, C. C.**, Jones, S. M., Li-Grining, C. P., Zhai, F., Metzger, M., & Solomon, B. (2009). Targeting children's behavior problems in preschool classrooms: A cluster-randomized controlled trial. *Journal of Consulting and Clinical Psychology*, *77*(2), 302–316.

\***Raver, C. C.**, Jones, S. M., Li-Grining, C., Metzger, M., Smallwood, K., & Sardin, L. (2008). Improving preschool classroom processes: Preliminary findings from a randomized trial implemented in Head Start settings. *Early Childhood Research Quarterly*, *23*(1), 10-26.

Gershoff, E. T., Aber, J. L., **Raver, C. C.**, & Lennon, M. C. (2007). Income is not enough: Incorporating material hardship into models of income associations with parent mediators and child outcomes. *Child Development*, *78*(1), 70-95.

\***Raver, C. C.**, Garner, P., & Smith-Donald, R. (2007). The roles of emotion regulation and emotion knowledge for children's academic readiness: Are the links causal? In B. Pianta, K. Snow & M. Cox (Eds.), *Kindergarten transition and early school success* (pp. 121-148). Baltimore: Brookes Publishing.

**Raver, C. C.**, Gershoff, E. T., & Aber, J. L. (2007). Testing equivalence of mediating models of income, parenting, and school readiness for White, Black, and Hispanic children in a national sample. *Child Development*, *78*(1), 96-115.

\*Smith-Donald, R., **Raver, C. C.**, Hayes, T., & Richardson, B. (2007). Preliminary construct and concurrent validity of the Preschool Self-Regulation Assessment (PSRA) for field-based research. *Early Childhood Research Quarterly*, *22*(2), 173-187.

Aber, J. L., Jones, S. M., & **Raver, C. C.** (2006). Poverty and child development: New perspectives on a defining issue. In J. L. Aber, S. Bishop-Josef, S. Jones, K. McLearn & D. Phillips (Eds.), *Child development and social policy: Knowledge for action*.

Gershoff, E., Aber, J. L., & **Raver, C. C.** (2003). Child poverty in the U.S.: An evidence-based framework for programs and policies. In R. M. Lerner, F. Jacobs & D. Wertlieb (Eds.), *Promoting positive child, adolescent and family development: A handbook of program and policy innovations* (pp. 81-136). Thousand Oaks, CA: Sage Publications.

\*Hustedt, J., & **Raver, C. C.** (2002). Relations between social contingency and scaffolding among low-income mothers and their toddlers. *International Journal of Behavioral Development*, *26*(2), 113-119.

**Raver, C. C.** (2004a). Child care as a work support, a child-focused intervention, and as a job. In A. C. Crouter & A. Booth (Eds.), *Work-family challenges for low-income parents and their children*. Hillsdale, NJ: LEA.

**Raver, C. C.** (2004b). Placing emotional self-regulation in sociocultural and socioeconomic contexts. *Child Development*, *75*(2), 346-353.

**Raver, C. C.** (2003). Does work pay, psychologically as well as economically? The effects of employment on depressive symptoms and parenting among low-income families. *Child Development*, *74*(6), 1720-1736.

**Raver, C. C.** (2002). Emotions matter: Making the case for the role of for the role of young children's emotional development for early school readiness. In *Social policy reports*. Ann Arbor, MI: Society for Research in Child Development.

\***Raver, C. C.** & Spagnola, M. (2002). When my mommy was angry, I was speechless: Children's perceptions of maternal emotional expressiveness within the context of economic hardship. *Marriage and Family Review*, 34(1/2), 63-88. (Co-published in R. A. Fabes (Ed.), *Emotions and the family*. Binghamton, NY: Haworth Press).

\***Raver, C. C.**, Blackburn, E., Bancroft, M., & Torp, N. (1999). Relations between effective emotional self-regulation, attentional control, and low-income preschoolers' social competence. *Journal of Early Education and Development*, 10(3), 333-350.

**Raver, C. C.**, & Leadbeater, B. J. (1999). Mothering under pressure: Environmental, child, and dyadic correlates of maternal self-efficacy among low-income women. *Journal of Family Psychology*, 13(4), 523-534.

**Raver, C. C.** & Zigler, E. F. (1997). Social competence: An untapped dimension of Head Start's success. *Early Childhood Research Quarterly*, 12(4), 363-385.

Leadbeater, B. J., Bishop, S. J., & **Raver, C. C.** (1996). Quality of mother-toddler interaction, maternal depressive symptoms, and behavior problems in preschoolers of adolescent mothers. *Developmental Psychology*, 32(2), 280-288.

**Raver, C. C.** (1996a). The relations between social contingency in mother-child interactions and 2-year-olds' social competence. *Developmental Psychology*, 32(5), 850-859.

**Raver, C. C.** (1996b). Success at catching and keeping toddlers' attention: An examination of joint attention among low-income mothers and their 2-year-olds. *Early Development and Parenting*, 5(4), 225-236.

Leadbeater, B. J., & **Raver, C. C.** (1995). The cognitive revolution in children's understanding of mind [Commentary]. *Human Development*, 38(4-5), 190-193.

**Raver, C. C.**, & Leadbeater, B. J. (1995). Factors influencing joint attention between socio-economically disadvantaged adolescent mothers and their infants. In C. Moore & P. Dunham (Eds.), *Joint attention: Its origins and role in development* (pp. 251-271). Hillsdale, NJ: Erlbaum.

**Raver, C. C.** (1994). The relation between mother-child reciprocity and two-year-olds' social competence. Unpublished doctoral dissertation, Yale University, 1994.

**Raver, C. C.**, & Leadbeater, B. J. (1993). The problem of understanding the other in theory of mind and social development research. *Human Development*, 36, 350-362.

### **Articles written for non-academic audiences**

**Raver, C. C.** & Blair, C. (in press). At the crossroads of education and developmental neuroscience: Perspectives on executive function. *Perspectives on Language and Literacy*.

\*Li-Grining, C. P., **Raver, C. C.**, Jones-Lewis, D. J., Madison-Boyd, S., & Lennon, J. (in press). Targeting classrooms' emotional climate and preschoolers' socioemotional adjustment: Implementation of the Chicago School Readiness Project. *Journal of Prevention & Intervention in the community*, 42(4).

Morris, P., Lloyd, C. M., Millenky, M., Leacock, N., **Raver, C. C.**, & Bangser, M. (2013). *Using classroom management to improve preschoolers' social and emotional skills: Final impact and implementation findings from the Foundations of Learning Demonstration in Newark and Chicago*. New York, NY: MDRC.

**Raver, C. C.**, Blair, C., & Li-Grining, C. P. (2012). Extending models of emotional self-regulation to classroom settings: Implications for professional development. In C. Howes, B. Hamre, & R. Pianta (Eds.), *Effective early childhood professional development: Improving teacher practice and child outcomes* (pp. 113-130). Baltimore: Brookes.

\***Raver, C. C.** & Okada, G. (2011). Classroom-based intervention as a way to support low-income preschoolers' emotional and behavioral development: Pressing challenges and potential opportunities. In E. Zigler, W. S. Gilliam, & W. S. Barnett (Eds.), *The pre-k debates: Current controversies and issues*. Baltimore: Brookes.

\***Raver, C. C.**, Jones, S. M., Li-Grining, C. P., Zhai, F. (2009). Reducing young children's risk of behavioral difficulties in Head Start: Benefits of a classroom-based approach. *NHSA Dialog Briefs*, 12(1), 1-7.

**Raver, C. C.** (2008). Promoting children's socioemotional development in contexts of early educational intervention and care: A review of the impact of federally-funded research initiatives on young children's school readiness. Policy brief prepared for the U.S. Department of Health and Human Services, Office of the Assistant Secretary for Planning and Evaluation (ASPE), and the Administration for Children and Families Office of Planning Research and Evaluation (OPRE). Abt Associates.

**Raver, C. C.**, & Zigler, E. F. (2004). Another step back? Assessing readiness in Head Start. *Young Children*, 59, 58-63.

**Raver, C. C.** (2003). Young children's emotional development and school readiness. ERIC/EECE Clearinghouse on Elementary and Early Childhood Education (<http://ericeece.org/pubs/digests/2003/raver03.html>).

**Raver, C. C.** (2002). Promoting school readiness among young children. *Poverty Research News*, 6, 6-8.

**Raver, C. C.**, & Zigler, E. F. (1991). Three steps forward, two steps back: Head Start and the measurement of social competence. *Young Children*, 46, 3-9.

**Raver, C. C.**, & Slade, L. (1990). Planning for change: A study of the conceptualization and implementation of programs addressing minority student achievement in Montgomery Co. Public Schools. In E. Gordon (Ed.), *A study of minority student achievement*. Pomona, NY: Gordon & Gordon Assoc.

## **List of presentations and invited addresses available upon request**

### **Postdoctoral students mentored**

Rosemarie Perry, PhD. (currently in research team, co-mentored with Blair)

Tyler Watts, PhD., Assistant Professor, Teachers College Columbia University

Emily Pressler, PhD., Assistant Director, evaluation, Harlem Children's Zone

Daniel Berry, PhD., Assistant Professor, University of Minnesota (co-mentored with Blair)

Christine Li-Grining, Ph.D., Associate Professor, Loyola U.

Amy Lowenstein, Ph.D., Research Associate, MDRC  
Amanda Roy, Ph.D. Assistant Professor, University of Illinois, Chicago  
Fuhua Zhai, Ph.D., Associate Professor, Fordham University.

**Graduate students mentored to Ph.D.:**

New York University

Eric Finegood (minor member), Postdoctoral Fellow, IPR, Northwestern University  
Paula Daneri (minor member), Education Policy Fellow, SRCD Congressional Fellowship-US House of Representatives.  
Rachel McKinnon (minor member), SRCD Executive Branch Fellow in the Office of Child Care in the Administration for Children and Families in the Department of Health and Human Services.  
Meredith Bonacci (minor member), School Psychologist, New York City.  
Allison Friedman (committee chair), Rutgers University, Assistant Research Professor.  
Daisy Jackson (reader), The Reeds Center, NY. Clinical Psychologist.  
Robin Jacobowitz (minor member), SUNY New Paltz, Director, CCREO.  
Ha Yeon Kim (committee member), Harvard University, Postdoctoral Fellow  
Jacob Leos-Urbel (minor member), Stanford School of Education, Associate Director Gardner Center  
Dana Charles McCoy (committee chair), Harvard University, Assistant Professor.  
Alexandra Ursache (minor member), New York University Langone Health, Assistant Professor.  
Juliette Berg (minor member), University of Virginia, Research Associate  
Sharon Wolf (minor member), University of Wisconsin, National Poverty Fellow.  
Karen McFadden (minor member), Brooklyn College, Assistant Professor.

University of Chicago

Michelle Pannor (chair)  
Radiah Smith-Donald (chair)

Cornell University

Caroline Ebanks, (chair) Senior Program Officer, Institute of Education Sciences.  
Livia Gilstrap, (minor member)  
Mary Lynn Huffman, (minor member)  
Jason Hustedt, (chair) University of Delaware, Associate Professor  
Lisa McCabe, (minor member), Director of the Cornell Early Childhood Program  
Pamela Morris, (chair) New York University, Professor  
Kyle Snow, (minor member), Director of the Center for Applied Research, NAEYC

**Examples of Graduate and Undergraduate Courses (NYU Courses identified with course number):**

E63.2073: Research Design and Methodology in the Behavioral Sciences I (doctoral)  
E63.1214: Psychology of Human Learning (undergraduate)  
Principles of Developmental Psychology for Public Policy I: The Child in Social Context (graduate)  
Principles of Developmental Psychology for Public Policy II: The Family (graduate)  
Developmental and Policy Perspectives on Children's School Readiness (graduate)  
Introduction to Psychology (undergraduate, co-taught with Susan Goldin-Meadow)

**Professional Honors, Affiliations and Citizenship:**

Member, senior leadership team of New York University's IES-Predoctoral Interdisciplinary Research Training Program.

Member, Review Panel for Society for Research in Child Development (SRCD), SRCD Biennial Meeting, Denver, Colorado.

Member, Committee on Developmental Outcomes and Assessments for Young Children, National Research Council, National Academies.

Member, Princeton Center for Leadership Training, Board of Trustees

Member, Communication and Policy Committee, Chicago Program Evaluation Project (C-PEP) Advisory Committee, a city-wide early childhood evaluation conducted collaboratively by The Department of Children and Youth Services and Chicago Public Schools, City of Chicago.

Member, CASEL Preschool to Elementary School SEL Assessment Group, directed by Roger Weissberg, University of Illinois, Chicago.

Member, Coordinating Council, Chicago Public Schools: Every Child, Every School

Member, Chicago Public Schools, Mid-South Community Planning Process

Appointed by Governor Rod Blagojevitch to the Quality Committee, Illinois Early Learning Council, coordinating education and care for children birth-age 5 in State of Illinois

Member, Policy and Communications Committee, Society for Research in Child Development, Ann Arbor, Michigan

Member, Program and Policy Committee, Illinois Children's Mental Health Task Force, Chicago, IL

Research Affiliate, Joint Center for Poverty Research, Chicago, IL.

Advisory Board Member, Center for the Study of Race, Politics, and Culture, Chicago, IL

Invited participant, Rochester Child Health Congress Leadership and Advocacy Program, University of Rochester School of Medicine

Member, reviewer board, *Developmental Psychology*

Member, Board of Consulting Editors, *Early Childhood Research Quarterly*

Member, Board of Consulting Editors, *Merrill Palmer Quarterly*

Member, review board, Head Start Bureau

Member, reviewer board, of *Women's Health: Research on gender, behavior and policy*

Member, Society for Research in Child Development

Member, American Psychological Association

Ad hoc reviewer, National Science Foundation (SBER)

Ad hoc reviewer, *Child Development*

Ad hoc reviewer, *Development and Psychopathology*

Ad hoc reviewer, *Social Development*

Ad hoc reviewer, *Cognitive Development*

Ad hoc reviewer, *Psychological Review*