
ELISE CAPPELLA

Associate Professor of Applied Psychology
Steinhardt School of Culture, Education, and Human Development
New York University
246 Greene Street, 8th Floor
New York, NY 10003
elise.cappella@nyu.edu
(212) 992-7685

EMPLOYMENT

- 2013~ **Associate Professor of Applied Psychology**
Director, Institute of Human Development and Social Change (Sept 2016-ongoing)
Deputy Director, Institute of Human Development and Social Change (Jan-Aug 2016)
Acting Director, Undergraduate Studies in Applied Psychology (2014)
Director, Psychology and Social Intervention Program (2013-2014)
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 and 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

- 2017 Journal of School Psychology: Outstanding Contribution in Reviewing
2016 American Educational Research Association and AERA Open 2016 Outstanding Reviewer.
2015 Carol Weinstein Best Paper Award for “Getting a good start in school: Effects of *INSIGHTS* on children with high maintenance temperaments,” American Educational

2014	Research Association, Classroom Management Special Interest Group (SIG) Teaching Excellence Award; Steinhardt School, New York University
2014	Carol Weinstein Best Paper Award for “Enhancing the academic development of shy children: A test of the efficacy of INSIGHTS,” American Educational Research Association, Classroom Management Special Interest Group (SIG)
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

2017-22	Co-Principal Investigator. <i>Strengthening School Readiness through Pre-K for All: A University-District Partnership</i> . Institute of Education Sciences (IES R305H170042; PI: Morris)	\$4.9 million
2014-19	Co-Principal Investigator (2015-19; co-I: 2014-15). 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> . Institute of Education Sciences (IES R305B140037; PI 2015-19: Kemple; PI 2014-15: Morris)	\$4 million
2016-19	Co-Principal Investigator. <i>Does early intervention benefit social-emotional & academic development in middle school? A follow-up study of INSIGHTS</i> . Institute of Education Sciences (IES R305A160177; PI: O’Connor)	\$1.1 million
2015-18	Co-Investigator. <i>Using data to improve quality: Formal and informal mechanisms supporting professional development in NYC’s Pre-K for All</i> . Foundation for Child Development (NYU 10-2015; PI: Raver)	\$355,000
2015-18	Co-Investigator. <i>Strengthening the architecture for high quality universal pre-k: Leveraging the opportunity of an historic expansion</i> . Spencer Foundation (PI: Morris)	\$400,000
2014-15	Principal Investigator. <i>Outcome Evaluation of Cooperative Learning in Afterschool: Enhancing Social and Language Development for Ethnic and Language Minority Youth</i> . NYU Steinhardt School (co-PI: Kieffer)	\$15,000
2014-15	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</i>	\$2.9 million

Academic Learning Context, Institute of Education Sciences (IES R305A080512; PI: McClowry)

2012	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> , 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	\$14,912
2005-07	Co-Investigator. <i>Mental Health Services and Predictors of Learning in Urban Schools</i> , National Institute of Mental Health (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

**GRANT APPLICATIONS
Not Awarded or Under Review**

Under review 2019	Principal Investigator. <i>Intergroup Ties and Social-Emotional Learning: Testing a Peer Network Intervention in Diverse Afterschool Programs</i> . William T. Grant Foundation.	\$600,000 requested
Not awarded 2016	Principal Investigator. <i>Effective and Equitable Classrooms: BRIDGE+ Impact and Sustainability</i> . Brady Education Foundation.	\$315,089 requested
Not awarded 2016	Co-Principal Investigator. <i>Evaluation Proposal for Wallace Foundation's Social and Emotional Learning Initiative</i> . Wallace Foundation (PI: M. Strambler)	\$7.5 million requested
Not awarded 2016	Principal Investigator. <i>Collaborative Capacity Building to Advance Youth Development: Practical Measures and Workforce Development in After-school and Community Programs</i> . Spencer Foundation.	\$400,000 requested
Not awarded 2015	Principal Investigator. <i>The Efficacy of BRIDGE in Enhancing Academic and Behavioral Outcomes in Urban Schools</i> , Institute of Education Sciences.	\$3.2 million requested
Not awarded 2014	Co-Principal Investigator. <i>Using Continuous Improvement in Urban Schools to Improve Classroom Practices</i> , Institute of Education Sciences (PI: Nadeem; score 1.97)	\$2.5 million requested
Not awarded 2013	Principal Investigator. <i>Targeting Relationships to Enhance Engagement: A Development and Implementation Study of TRELIS in Urban Middle Schools</i> . Institute of Education Sciences.	\$1.5 million requested
Not	Principal Investigator. <i>Middle Grade School Transitions: Impact, Trajectories</i> ,	\$147,216

awarded 2012	<i>and School Context</i> , National Institute of Child Health and Development.	
Not awarded 2012	Co-Investigator. <i>The School Parent Empowerment Program: Improving Family Involvement for Students with Emotional Disturbance</i> , Institute of Education Sciences (PI: Nadeem)	\$1.5 million
Not awarded 2010	Co-Investigator. <i>Student Norms for Achievement in the Classroom</i> . Institute of Education Sciences. (PI: D. Henry)	\$1.6 million
Not awarded 2009	Co-Investigator. <i>Good Schools, Violent Neighborhoods: Public Schools and the Link between Violent Crime and Academic Success</i> . Institute of Education Sciences. (PI: A. Schwartz)	\$2.2 million

PEER-REVIEW PUBLICATIONS

(*student at time of publication)

- Cramer*, T. & **Cappella**, E. (in press). Assistant teachers in early childhood education: Examining workforce and network characteristics within a large urban preschool expansion. *American Journal of Community Psychology*.
- Schwartz*, K., **Cappella**, E., Aber, J. L., Scott, M., Wolf, S., & Behrman, J. (in press). Put on your own oxygen mask first: Teachers' lives and responsiveness to professional development in early childhood education. *American Journal of Community Psychology*.
- Schwartz*, K., **Cappella**, E., & Aber, J. L. (in press). Teachers' lives in context: A framework for understanding barriers to high quality teaching within resource deprived settings. *Journal of Research on Educational Effectiveness*.
- Hwang*, S. H. J. & **Cappella**, E. (2019). Rethinking early elementary grade retention: Examining long-term academic and psychosocial outcomes. *Journal of Research on Educational Effectiveness*, 11(4), 559-587.
- Cappella**, E., Schwartz*, K., Hill, J., Kim*, H. K., & Seidman, E. (2019). A national sample of 8th grade students: The impact of middle grade schools on academic and psychosocial competence. *Journal of Early Adolescence*, 39(2), 167-200. doi: 10.1177/0272431617735653
- McCormick, M. P., White*, H. I., Horn*, E.P., Lacks*, R., O'Connor, E. E., **Cappella**, E., & McClowry, S. G. (2018). Instructional support and academic skills: Impacts of *INSIGHTS* in classrooms with shy children. *Early Education and Development*, 29(5), 691-715. doi: 10.1080/10409289.2018.1435943
- Ouellette*, R. R., Frazier, S. L., Shernoff, E. S., **Cappella**, E., Mehta, T. G., Marinez-Lora, A., Cua, G., & Atkins, M. S. (2018). Training teachers to implement evidence-based interventions: Examining individual, classroom, and school level predictors of teacher stress and satisfaction. *Behavior Therapy*, 49(4), 494-508. doi: 10.1016/j.beth.2017.11.011
- Cappella**, E., Hwang*, S.H.J., Kieffer, M., & Yates, M. (2018). Classroom practices and academic outcomes in urban afterschool programs: Alleviating social-behavioral risk. *Journal of Emotional and Behavioral Disorders*, 26(1), 42-51. doi: 10.1177/1063426617739254
- Atkins, M. S., **Cappella**, E., Mehta, T., Shernoff, E., & Gustafson*, E. (2017). Schooling and children's mental health: Realigning resources to reduce disparities and advance public health. *Annual Review of Clinical Psychology*, 13, 123-147. doi.org/10.1146/annurev-clinpsy-032816-045234
- Cappella**, E., Hughes, D., & McCormick*, M. P. (2017). The hidden role of teachers: Child and

- classroom predictors of change in interracial friendships. *Journal of Early Adolescence*, 37(8), 1093-1124. doi: 10.1177/0272431616648454
- McCormick*, M. P., **Cappella**, E., O'Connor, E. E., Hill, J. L., & McClowry, S. (2016). Do effects of social-emotional learning programs vary by level of parent participation? Evidence from the randomized trial of INSIGHTS. *Journal of Research on Educational Effectiveness*, 9(3), 364-393. doi: 10.1080/19345747.2015.1105892
- Kim, H. Y. & **Cappella**, E. (2016). Mapping the social world of urban classrooms: A multi-level, multi-reporter approach to social processes and behavioral engagement. *American Journal of Community Psychology*, 57(1-2), 20-35. doi: 10.1002/ajcp.12022
- Nadeem, E., **Cappella**, E., Holland*, S., Coccarro, C., & Crisonino, G. (2016). Development and piloting of a classroom-focused measurement feedback system using a community partnered approach. *Administration and Policy in Mental Health and Mental Health Services Research*, 43(3), 379-393. doi: 10.1007/s10488-015-0651-z
- Neal, J. W., Neal, Z. P., & **Cappella**, E. (2016). Seeing and being seen: Predictors of accurate perceptions about classmates' relationships. *Social Networks*, 44, 1-8.
- Cappella**, E., Jackson, D. R., Kim, H. Y., Bilal, C., Holland*, S., & Atkins, M. S. (2016). Implementation of teacher consultation and coaching in urban schools: A mixed method study. *School Mental Health*, 8(2), 222-237. doi: 10.1007/s12310-015-9165-9
- Ogle*, R. R., Frazier, S. L., Nichols-Lopez*, K., & **Cappella**, E. (2016). Non-academic self-concept among urban youth: Associations with academic success. *School Mental Health*, 8(2), 278-291. doi: 10.1007/s12310-015-9162-z
- Cappella**, E., O'Connor, E. E., McCormick*, M. P., Turbeville*, A., Collins*, A., & McClowry, S. G. (2015). Classwide efficacy of *INSIGHTS*: Observed student behaviors and teacher practices in kindergarten and first grade. *Elementary School Journal*, 116(2), 217-241. doi: 10.1086/683983
- Schwartz*, K., **Cappella**, E., & Seidman, E. (2015). Extracurricular participation and course performance in the middle grades: A study of low-income, urban youth. *American Journal of Community Psychology*, 56(3-4), 307-320. doi:10.1007/s10464-015-9752-9
- Jackson*, D. R., **Cappella**, E. & Neal, J. W. (2015). Aggression norms in the classroom social network: Contexts of aggressive behavior and social preference in middle childhood. *American Journal of Community Psychology*, 56, 293-306. doi: 10.1007/s101464-015-9757-4
- McCormick*, M. P., **Cappella**, E., O'Connor, E. E., & McClowry, S. G. (2015). Social-emotional learning and academic achievement: Using causal methods to explore classroom-level mechanisms. *AERA Open*, 1(3), 1-26. doi: 10.1177/2332858415603959.
- Atkins, M. S., Shernoff, E. S., Frazier, S. L., Schoenwald, S. K., **Cappella**, E., Marinez-Lora, A., ..., & Bhaumik, D. (2015). Re-designing community mental health services for urban children: Supporting schooling to promote mental health. *Journal of Consulting and Clinical Psychology*, 83(5), 839-852. <http://dx.doi.org/10.1037/a0039661>
- Cappella**, E. & Hwang*, S. H. J. (2015). Peer contexts in schools: Avenues toward behavioral health in early adolescence. *Behavioral Medicine*, 41(3), 80-89. doi: 10.1080/08964289.2015.1034646.
- McCormick*, M.P., **Cappella**, E., O'Connor, E.E., & McClowry, S.G. (2015). Context matters for social-emotional learning: Examining variation in program impact by dimensions of school climate. *American Journal of Community Psychology*, 56, 101-119. doi: 10.1007/s10464-015-9733-z.

- Hamre, B. K., & **Cappella**, E. (2015). Measures of early adolescent development and school contexts: Narrowing the research to practice divide. *Journal of Early Adolescence*, 35, 586-596. doi: 10.1177/0272431615578275
- 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.
- McCormick*, M. P. & **Cappella**, E. (2015). Conceptualizing academic norms in middle school: A social network perspective. *Journal of Early Adolescence*, 35, 441-466. doi: 10.1177/0272431614535093
- McCormick*, M. P., **Cappella**, E., Hughes, D. L., & Gallagher*, E. K. (2015). Feasible, rigorous, and relevant: Developing a measure of friendship homophily for diverse classrooms. *Journal of Early Adolescence*, 35, 817-851. doi: 10.1177/0272431614547051
- 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, 28-45. doi: 10.1007/s10464-014-9659-x
- 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
- 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). Teacher 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). Enhancing schools' capacity to support children in poverty: An ecological model of school based mental health services. *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., Frazier, S. L., Smith, E. P., & Hwang, S. H. J. (in press). Targeting social processes to support children with EBDs: An ecological, public health approach in out-of-school programs. In T. W. Farmer & E. E. Powers (Eds.), *Handbook of research on emotional & behavioral disabilities: Interdisciplinary perspectives on children and youth* (pp. XX-XX). New York: Routledge.

Cappella, E. & *Hwang, S. H. J. (2017). The role of after-school environments in students' academic performance. *Education Week*. <http://blogs.edweek.org/>

Seidman, E. & **Cappella, E. (2017).** Social settings as loci of intervention. In M. A. Bond, C. Keys, & I. Serrano-García (Eds.), *Handbook of Community Psychology* (pp. 235-254). Washington, DC: American Psychological Association.

Cappella, E., Aber, J. L., & Kim, H. K. (2016). Teaching beyond achievement tests: Perspectives from developmental and education science. In D. H. Gitomer & C. A. Bell (Eds.), *Handbook of Research on Teaching* (pp. 249-347). Washington, DC: American Educational Research Association.

Cappella, E., Blair, C., & Aber, J. L. (2016). Outcomes beyond test scores—What is social-emotional learning? Preparing students for school and life success. *NYU Steinhardt's Education Solutions Initiative*. <http://steinhardt.nyu.edu/e/i2/edsolutions/201609/2SELOutcomesBeyondTestScores.pdf>

Cappella, E. & Jackson*, D. (2015). Bullying and bullying prevention. In W. G. Scarlett (Ed.), *The SAGE Encyclopedia of classroom management*. Thousand Oaks, CA: Sage Publications, Inc. doi: 10.4135/9781483346243

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

- McCormick, M.P, Neuhaus*, R.N., Horn*, E.P., O'Connor, E.E., White*, H.I., Harding*, S., **Cappella**, E., & McClowry, S.G. (under advanced review). Social-emotional learning, special education referral, and grade retention from kindergarten through fifth grade: Long-term effects of early intervention on policy-relevant outcomes. *AERA Open*.
- Schwartz*, K., Scott, M., **Cappella**, E., Seidman, E., & Kim, H. Y. (under review). How (and how much) do school demographic and structural characteristics matter? Variation in k-8th grade achievement trajectories in a national sample. *American Journal of Community Psychology*.
- Cappella, E., Abenavoli, R., *Cramer, T., *Rojas, N., Balaraman, A., & Morris, P. (in preparation). Setting the stage for effectiveness: Mixed method assessment of a research-practice partnership in early childhood education
- 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., Godfrey, E., & Chacko, A. (in preparation). Understanding and strengthening the child- and youth-serving workforce in low-resource communities. Introduction to special issue of *American Journal of Community Psychology*.

INVITED PRESENTATIONS

- Cappella**, E. (Invited discussant). *Empirical and theoretical perspectives to enhance social-emotional learning: Evidence from three randomized trials*. Society for Research on Educational Effectiveness, Annual Conference. March, 2019: Washington, DC.
- Cappella**, E. (Invited speaker). *School safety – A world turned upside down*. New York State School Boards Association (NYSSBA) and New York State Association of School Attorneys (NYSASA) 22nd Annual Pre-Convention Law Conference. October 2018: New York, NY.
- Cappella**, E. & Yates, M. (Invited speaker). *Unforeseen challenges and unexpected rewards: Researcher-practitioner partnerships in applied SEL*. American Educational Research Association’s Social-emotional Learning Special Interest Group, Business Meeting. April, 2018: New York, NY.
- Cappella**, E. (Keynote address). *Getting to SEL outcomes: Classroom contexts of social-emotional and academic learning for all*. Inter-American Development Bank (IDB) and Chilean Agency for Quality Education Assurance. International Seminar: How do we educate to live in society? The importance of school for the development of social-emotional skills. November, 2017: Santiago, Chile.
- Cappella**, E. (Invited speaker). *Brick by brick: Building school contexts of social-emotional learning*. Inter-American Development Bank (IDB), Educational Testing Service (ETS), & Chilean Agency for Quality Education. International Seminar: How do we educate to live in society? The importance of school for the development of social-emotional skills. November, 2017: Santiago, Chile.
- Cappella**, E. (Invited speaker). *Peer contexts in schools: Avenues toward social and academic development*. New York University’s Center for Advanced Social Science Research (CASSR) and Population Center. February, 2017: New York, NY.
- Cappella**, E. (Invited speaker). *Strengthening schools to support students: Implications of U.S. research for low- and middle-income countries*. UNICEF 2016 Global Education Team Meeting. October

2016: New York, NY.

- Cappella, E.** (Invited speaker). *Outcomes beyond test scores—What is social-emotional learning? Preparing students for school and life success.* NYU Steinhardt’s Education Solutions Initiative. September 2016: New York, NY.
- Cappella, E.** (Keynote address). *Natural opportunities for academic learning and mental health in urban schools: Evidence from intervention trials.* University of Virginia, Curry School of Education Research Lectureship Series and IES VEST Program. February 2016: Charlottesville, VA.
- Cappella, E.** (Invited speaker). *Bridging mental health and learning in urban elementary schools: Evidence from a classroom-randomized trial.* Rutgers University, Graduate School of Education. January 2016: New Brunswick, NJ
- Cappella, E.** (Invited speaker). *Peer contexts in schools: Avenues toward social and academic development.* Pace University, Department of Psychology, Prosocial Development Speaker Series. September 2015: New York, NY.
- Cappella, E., Atkins, M. S., Nadeem, E., & Neal, J. W.** (Invited paper presentation). *Using measures to individualize classroom-focused interventions for students with behavioral difficulties: Links to Learning and BRIDGE in urban schools.* Society for Research in Educational Effectiveness. March 2015: Washington, DC.
- 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.** (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. (Invited speakers). *Testing the efficacy of INSIGHTS in enhancing the academic context*. NYU Steinhardt Counseling Psychology Colloquium Series. March 2013: New York, NY.
- Cappella, E.** (Invited 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 on Educational Effectiveness. March, 2011: Washington, DC.
- Cappella, E.** & Brown, J. (Invited speakers). *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.** (Invited 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.** (Invited 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.** (Invited 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. (Invited 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.

PROFESSIONAL PRESENTATIONS (selected)

- Cappella**, E. (Chair) (2019). Seeking advice in schools: Understanding social network ties among educators. Symposium at the biennial meeting of the Society of Research in Child Development, Baltimore, MD.
- Cappella, E. & Cramer, T. (2019). Seeking advice in pre-k programs: Association between workplace networks and teaching experiences over time. Paper presented at the biennial meeting of the Society of Research in Child Development, Baltimore, MD.
- Honoroff*, J., **Cappella**, E., Abenavoli, R., Cramer*, T., Rojas*, N., Balaraman, A., & Morris, P. (2019). *Multiple perspectives on partnership success: A research-practice partnership in early childhood education*. Poster presented at the annual meeting of the Society for Research on Educational Effectiveness, Washington, DC.
- Hwang*, S. H. J., **Cappella**, E., & Seidman, E. (2019). *Classroom emotional ecology: A networked, social-emotional learning perspective*. Paper presented at the annual meeting of the Society for Research on Educational Effectiveness, Washington, DC.
- Neuhaus*, R., Horn*, E. P., McCormick, M. P., O'Connor, E. E., **Cappella**, E., McClowry, S. (2019). *Social-emotional learning and academic achievement in middle school: Implications for early programming*. Poster presented at the annual meeting of the Society for Research on Educational Effectiveness, Washington, DC.
- Horn*, E. P., Neuhaus*, R., O'Connor, E. E., McCormick, M. P., **Cappella**, E., McClowry, S. (2019). *The early teacher-child relationship and middle school functioning: A longitudinal study of urban, low-income youth*. Poster presented at the annual meeting of the Society for Research on Educational Effectiveness, Washington, DC.
- McCormick, M. P., White, H., Horn*, E. P., Lacks*, R. S., O'Connor, E. E., **Cappella**, E., & McClowry, S. (2018). *Instructional support and academic skills: Impacts of INSIGHTS in classrooms with shy children*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
- Hwang*, S., Kieffer, M., & **Cappella**, E. (2018). *Creating a measure of discussion quality in after-school settings for linguistically diverse youth*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
- Morris, P., Wallack, J., **Cappella**, E., Abenavoli, R., Rojas*, N., & Brady, A. (2018) Strengthening school readiness through NYC's Pre-K for All: The development of a university-district partnership. Roundtable presentation at the annual meeting of the American Educational Research Association, New York, NY.

- Cappella, E.** (Chair) (2018). *Preschool characteristics: Organization, location, and quality*. Paper session at the annual meeting of the Society for Research on Educational Effectiveness, Washington, DC.
- Morris, P. A., Wallack, J., Abenavoli, R., Rojas*, N., & **Cappella, E.** (2018). *A university-district partnership to support NYC's Pre-K for All: Embedding rigor inside a scaled-up system*. Paper presented at the annual meeting of the Society for Research on Educational Effectiveness, Washington, DC.
- Schwartz*, K., **Cappella, E.**, & Scott, M. (2018). *The supports and barriers teachers in resource-poor communities face in effectively implementing interventions: Ghana as a case study*. Paper presented at the annual meeting of the Society for Research on Educational Effectiveness, Washington, DC.
- Horn*, E. P., McCormick, M. P., O'Connor, E., White*, H., Harding*, S., **Cappella, E.**, & McClowry, S. (2018). *Social-emotional learning, special education referral, and grade retention from kindergarten through fifth grade: Long-term effects of early intervention on policy-relevant outcomes*. Paper presented at the annual meeting of the Society for Research on Educational Effectiveness, Washington, DC.
- Cappella, E.**, Hwang*, S.H.J., Kieffer, M. J., & Yates, M. (April, 2017). *Intergroup peer connections in urban afterschool programs: Predictive influence of student characteristics and teaching practices*. Paper presented at the biennial meeting of the Society for Research in Child Development, Austin, TX.
- Cappella, E.**, Cramer*, T., Quirola*, C., Fallon*, A., Rojas*, N., & Raver*, C. (April, 2017). *Implementation of Pre-K for All: The role of teachers' social and professional networks*. Paper presented at the biennial meeting of the Society for Research in Child Development, Austin, TX.
- Cappella, E.** (March, 2017). *Research to practice and back again: Examples of university, community, and policy partnerships in urban communities*. Symposium discussant at the annual meeting of the Society for Research on Educational Effectiveness, Washington, DC.
- Watford*, J.A., **Cappella, E.**, Hwang*, S.H.J., & Mijatovich*, K. (March, 2017). *Roles, goals, stressors, and supports for the urban afterschool education workforce: Qualitative findings from an experimental trial*. Poster presented at the annual meeting of the Society for Research on Educational Effectiveness, Washington, DC.
- Hwang*, S.H.J., **Cappella, E.**, Yates, M., & Kieffer, M. J., (March, 2017). *University-community partnership and embedded efficacy trials: Putting "science to work."* Paper presented at the annual meeting of the Society for Research on Educational Effectiveness, Washington, DC.
- Morris, P., Rojas*, N., Abenavoli, R., & **Cappella, E.** (March, 2017). *Embedding research into a city-wide professional development system for universal pre-k: The development of the "Explore" evaluation*. Paper presented at the annual meeting of the Society for Research on Educational Effectiveness, Washington, DC.
- Rojas*, N. Abenavoli, R., Morris, P., Raver, C., **Cappella, E.**, & Cappio, M. (March, 2017). *Partnering to build capacity for educational technology and measurement within a community-based organization*. Paper presented at the annual meeting of the Society for Research on Educational Effectiveness, Washington, DC.
- Hwang*, S.H.J., **Cappella, E.**, & Schwartz*, K. (Nov, 2016). *Using propensity score matching to measure the effect of grade retention on elementary and middle grade academic outcomes*. Paper presented at the Association for Public Policy Analysis & Management Conference, Washington, D.C.

- Hwang*, S.H.J., **Cappella**, E., & Schwartz*, K. (May, 2016). *Evaluating the effect of grade retention on academic and psychosocial outcomes: Implications for research, policy, and practice*. Poster presented at Stanford University's Education and Inequality in 21st Century America Conference, Stanford, CA.
- McCormick, M.P., **Cappella**, E., O'Connor, E.E., & McClowry, S.G. (April, 2016). *Does school climate moderate the impacts of INSIGHTS on children's behavior and academic outcomes?* Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.
- Schwartz*, K., **Cappella**, E., & Seidman, E. (March, 2016). *Extracurricular participation and course performance in the middle grades: A study of low-income urban youth*. Poster to be presented as a part of a poster symposium at the biennial meeting of the Society for Research in Adolescence, Baltimore, MD.
- Hwang*, S., **Cappella**, E., & Schwartz*, K. (March, 2016) *Examining multidimensional middle grade outcomes after early elementary school grade retention*. Poster presented at the annual meeting of the Society for Research in Educational Effectiveness, Washington, DC.
- Schwartz*, S., **Cappella**, E., & Aber, L. (March, 2016) *Teachers' lives in context: A framework for understanding barriers to high quality teaching within resource deprived settings*. Paper presented in a symposium at the annual meeting of the Society for Research in Educational Effectiveness, Washington, D.C.
- Shernoff, E., Cua*, G., **Cappella**, E., & Atkins, M. (November, 2015). *Using key opinion leaders to diffuse interventions in urban schools*. Paper presented at the 49th Annual Convention of the Association of Behavioral and Cognitive Therapies, Chicago, IL.
- Nadeem, E., **Cappella**, E., Holland*, S., Cocarro, C., & Crisonino, G. (November, 2015). *Development and piloting a classroom-focused measurement feedback system using a community partnered approach*. Paper presented at the 49th Annual Convention of the Association of Behavioral and Cognitive Therapies, Chicago, IL.
- Kim, H. Y. & **Cappella**, E. (April, 2015). *The role of intra-classroom heterogeneity in student academic behaviors in classrooms with varying teacher practices*. Paper 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. (April, 2015). *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 on Educational Effectiveness, Washington, DC.
- Shernoff, E., Cua*, G., **Cappella**, E., & Atkins, M. (February, 2015). *Evidence-based classroom practices to support student learning in high poverty schools*. Paper presented at the annual convention of the National Association of School Psychologists, Lake Buena Vista, FL.
- 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, CA.
- 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., Maríñez-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.

SELECTED MEDIA

New York Times (March 2018)
NPR (Oct 2017; July 2016)
Education Week (Oct 2017)
The Atlantic (June 2016)
NBC (Feb 2015)
Education Dive (Oct 2017)
Fatherly (Oct 2017)
Science Daily (Oct 2017; June 2016)
International (Oct 2017)
Public Health Minute (Jan 2017)
Politico (June 2017)

TEACHING

Undergraduate Courses

Social Intervention in Schools and Communities (New York University: 2010-2019)
Research Methods in Applied Psychology II (New York University: 2008-2009)
Independent Research Seminar (University of Illinois at Chicago: 2005-2007)
Clinical Psychology (Teaching Assistant, University of California, Berkeley: 1999-2000)
Community Psychology (Teaching Assistant, University of California, Berkeley: 1998-1999)
Introductory Psychology (Teaching Assistant, University of California, Berkeley: 1997-1998)

Graduate Courses

Theories of Change in Applied Psychology (New York University: 2015-2019)
Practicum in Intervention or Policy I (New York University: 2011-2017)
Practicum in Intervention or Policy II (New York University: 2012-2018)
IES-NYU Predoctoral Interdisciplinary Research Training Seminar on Causal Inference in Education (New York University: 2012-2015)
Adolescent Development (New York University: 2007-2013)

MENTORING

(See Appendix, pages 27-29, for details)

New York University

Doctoral Committee Chair: 6*

Daisy Jackson (2013), Ha Yeon Kim (2014), Stacey Alicea (2015), Meghan McCormick (2015),
Kate Schwartz (2018), Sophia Hwang (2020)

Doctoral Committee Member: 8

Patrice Ryce (2011), Justina Grayman (2015), Carly Tubbs Dolan (2017), Yeshim Iqbal (2019),
Michael Levy (2019), Megan Granski (2019), Kristin Black (2020), Travis Cramer (2020)

Doctoral Dissertation Reader: 18

Doctoral Dissertation Proposal Reader: 12

Undergraduate Honors or Independent Research Thesis Chair or Co-Chair: 16

Quality Undergraduate Education and Scholarly Training (QUEST) Summer Program: 2
Masters' Thesis Research Mentor: 18
Masters' Thesis Proposal Reader: 4
High School Student Research Mentor: (Regeneron, Harlem Children's Society, Intel): 6

Doctoral Students' External Fellowships

***Daisy Jackson**

Institute of Education Sciences Predoctoral Interdisciplinary Research (PIRT) Fellowship
(\$128,000 + 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)
American Educational Research Association, Research Grant Award (\$35,000)
Postdoctoral Research Associate at the Harvard Graduate School of Education (2014-2016)
Associate Director for Programs in Conflict-Affected Countries, Global TIES, NYU Institute of
Human Development and Social Change (2016~)

***Stacey Alicea**

National Academy of Education / Spencer Foundation Dissertation Fellowship (\$25,000)
Ford Foundation 2014 Dissertation Fellowship (\$25,000)
Director of Training, Ramapo for Children (2015~)

***Meghan McCormick**

Institute of Education Sciences Predoctoral Interdisciplinary Research (PIRT) Fellowship
(\$128,000 + 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)
Research Associate, MDRC (2015~)

***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)
2016-18 IES Predoctoral Interdisciplinary Research Training (PIRT) Fellowship Award (\$64,000)

***Sophia Hwang**

2014-17 NYU Predoctoral Interdisciplinary Research Training (PIRT) Fellowship Award (3 years
of tuition + \$96,000)
2017-19 IES Predoctoral Interdisciplinary Research Training (PIRT) Fellowship Award (\$64,000)

UNIVERSITY SERVICE

New York University

Conference Chair (May 2018; co-Chairs: J. Hill, J. Kemple, M. Kieffer): *Working Across Sectors to Support Vulnerable Youth in Schools*; NYU's Institute of Human Development and Social Change, Strategies to Reduce Inequality Initiative, and Institute of Education Sciences Predoctoral

Interdisciplinary Research Training (IES-PIRT) program

Event Chair (Jan 2018): *Imagining the Future of Urban Education and Mental Health*; NYU Institute of Human Development and Social Change; NYU Office of the Provost; NYU Steinhardt School; NYU Wagner School; NYU Faculty of Arts and Sciences

Workshop Facilitator (January 2018; co-Facilitators: L. Gennetian, C. Barker): *How to Find Grant Opportunities That are Right for You: Grant Prospecting and Planning*; NYU Steinhardt School

Conference Chair (May 2017; co-Chair: J. Hill): *Building NYC-NYU Connections: Research Partnerships for Knowledge and Action*; NYU Institute of Human Development and Social Change and Institute of Education Sciences Predoctoral Interdisciplinary Research Training (IES-PIRT); NYU Steinhardt Center for the Promotion of Research Involving Innovative Statistical Methodology (PRIISM); NYU's Institute for Public Knowledge (IPK)

Conference Chair (May 2016; co-Chair: J. Jennings): *Outcomes beyond Test Scores: New Directions for Education Science*; NYU Institute of Human Development and Social Change and Institute of Education Sciences Predoctoral Interdisciplinary Research Training (IES-PIRT) program

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

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

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

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

Promotion and Tenure Committee (NYU Applied Psychology Department: 2017-19)

Applied Psychology Teaching Committee (NYU Applied Psychology Department: 2013-17)

Online Resources Committee (NYU Psychology and Social Intervention Program: 2015-17)

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

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

Panelist / Guest Speaker

Faculty First Look Evaluator: Scholar Job Talk Presentations (NYU Steinhardt, 2019)

Faculty First Look Scholars Panel: "Your Research Agenda: How to Create and Market Your Research In and Outside of the Academy" (NYU Steinhardt, 2018)

Urban Research Conference (NYU Office of the Provost, Wagner School: 2017)

Strategies to Reduce Inequality Convening (NYU Office of the Provost, McSilver Institute: 2017)

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)

Courses:

Data Science for Social Impact (Applied Statistics MA: 2017)
Theories of Change (Applied Psychology PhD: 2017)
Social Psychology (Applied Psychology Undergraduate: 2017)
Applied Statistics, Social Sciences, & the Humanities Seminar (ASH Doctoral 2017)
Humanities and Social Sciences Seminar (HMSS Doctoral: 2016)
Human Growth and Development (Applied Psychology MA: 2016)
Child Development (Teaching and Learning Undergraduate: 2013)
Culture, Context, and Psychology (Applied Psychology MA: Yearly from 2009-12)
Families, Schools & Child Development (Applied Psychology Undergraduate: 2009)

Participant

NYU Department of Population Health, 2nd Annual “*Health and ...*” Conference (NYU School of Medicine, 2017) “*Health and Racial Equity and Urban Well-Being*”
NYU Steinhardt Office of Research (2017-18) “*Funding, Conversations, and Cocktails*”
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

Mass Incarceration Committee (NYU: Spring 2019)
Urban Initiative (NYU Provost’s Office: 2017-19)
Strategies to Reduce Inequality Initiative (NYU Provost’s Office: 2017-19)
Quality Undergraduate Education and Scholarly Training (QUEST) Program Committee (NYU Applied Psychology: 2017-19)
IES-PIRT Leadership Board (NYU IHDSC: 2012-2017)
Doctoral Affairs Committee (NYU Steinhardt School: 2011-13; 2015-16)
Faculty Review Committee (NYU Applied Psychology: 2015-17)
Doctoral Admissions Committee (Psychology and Social Intervention: 2007-08; 2010-11; 2016-19)
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

Webinar Leader (2017)

Community Technical Assistance Center (CTAC) Series 2017-18
Trauma Sensitive Schools: Integrating Trauma Informed Care in Schools

Tier 1 – Trauma-Informed Care for All: Creating Safe and Healthy Classrooms

Program Evaluation Advisory Committee Member (2015-17)

Good Shepherd Services

CTAC Presenter (2016)

Community Technical Assistance Center (CTAC) Lunch and Learn Webinar Series 2016:
See, Talk, Treat: Strategies for Effective Treatment Planning in Schools.

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. (2012-2015)

Supervisor / Mentor (2006 ~)

Behavioral and Social Science Research Program: Bronx High School of Science (2014-16)

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 (2008-14)

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 (2012-17)

Journal of Emotional and Behavioral Disorders (2010~)

School Mental Health (2009~)
American Journal of Community Psychology (2015~)

Journal Manuscript Ad Hoc Reviewer (2008~)

American Educational Research Journal
Behavioral Medicine
Child Development
Child Development Perspectives
Developmental Psychology
Educational Researcher
Journal of Applied Developmental Psychology
Journal of Clinical Child and Adolescent Psychology
PLOS One
Prevention Science
Administration and Policy in Mental Health and Mental Health Services Research

Panel Review (2017~)

U.S. Department of Education, Institute of Education Sciences, Partnerships and Collaborations Grant Panel (2018-19)

U.S. Department of Education, Institute of Education Sciences, Social and Behavioral Grant Panel (2017-18)

Spencer Foundation Small Grant Panel (2018-2019)

Review Committee (2014-17): American Psychological Association (APA) Dissertation Research Award

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 (2011-16): “*A Toolkit for Identifying and Assessing Socially Rejected Children;*”
Institute of Education Sciences (R305A110143; PI: C. McKown)

Guest Associate Editor

American Journal of Community Psychology (2017-19) Special Issue: “*Understanding and Strengthening the Child- and Youth- Serving Workforce in Low-Resource Communities*”
Journal of Early Adolescence (2013-15) 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~)

Society for Research on Educational Effectiveness (SREE)

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

APPENDIX STUDENT MENTORING

NYU Dissertation Committee Chair

Daisy Jackson (2013)
Ha Yeon Kim (June 2014)
Stacey Alicea (April 2015)
Meghan McCormick (April 2015)
Kate Schwartz (November 2018)
Sophia Hwang (2020, expected)

NYU Dissertation Committee Member

Patrice Ryce (December 2011)
Justina Grayman (June 2015)
Carly Tubbs Dolan (November 2017)
Yeshim Iqbal (2019, expected)
Michael Levy (2019, expected)
Megan Granski (2019, expected)
Kristin Black (2019, expected)
Travis Cramer (2020, expected)

NYU Dissertation Proposal Defense (Reader)

Megan Fumerton (January 2008)
Emily Jacobs (June 2008)
Adina Schick (November 2009)
Shefali Samrai (July 2010)
Juliette Berg (January 2011)
Catalina Torrente (October 2011)
Leslie Williams (September 2012)
Sukhmani Singh (December 2013)
Ashleigh Collins (March 2014)
Stephanie Wong (June 2017)
Kenneth Logan (April 2018)
Natalia Rojas (June 2018)

NYU Doctoral Orals Defense (Reader)

Jacqueline Cahalan (February 2008)
Joanna Sattin (March, 2008)
Preetika Mukherjee (May 2008)
Mara Washburn (March 2009)
Bobby Bui (June 2009)
Lisa Silverman (June 2010)
Maria de los Angeles Ramos Olazagasti (September 2010)
Marieka Schotland (January 2011)
Marissa Owsianik (October 2011)
Ashley Smith Leavell (April 2012)
Catalina Torrente (April 2013)
Juliette Berg (April 2013)
Alexandra Ursache (March 2014)

Rachel McKinnon (March 2017)
Maedeh Aboutalebi Karkavandi (University of Melbourne, September 2017)
Kenneth Logan (April 2018)
Eric Finegood (June 2018)
Jinjoo Han (July 2018)

NYU Master's Thesis (Chair) or Independent Study

Catherine Howerter (April 2008)
Cara Gugliemella (December 2008)
Caroline Wagner (January 2009)
Amy Donnelly (December 2009)
Aida Alikalfic (December 2009)
Kate Igelbrink (December 2009)
Kaitlyn Mishlen (May 2009)
Yang Zhao (July 2009)
Sara Martinez (May 2010)
Candie Patterson (December 2011)
Michael Bradley (May 2012)
Sibyl Holland (May 2013)
Eunice Lau (December 2014)
Goke Akinniranye (December 2014)
Cindy Pincay (May 2016)
Brian Aguayo (May 2017)
Kristine Mijakovich (May 2017)
Hannah Kassab (Ohio University, May 2019 expected)

NYU Master's Proposal or Thesis Reader

Casilda Hesketh (October 2013)
Evelyn Seminario (November 2014)
Ashley Stewart (October 2015)
Jessica Rickel (November 2018)

NYU Undergraduate Honors or Independent Study (Chair or Co-Chair)

Stephanie Trollo (May 2009)
Victor Bereziouk (May 2009)
James Gallagher (May 2010)
Neha Sahu (May 2010)
Katie Sylvester (May 2011)
Sibyl Holland (May 2011)
Alyssa Deitchman (May 2012)
Anthony Cavalier (May 2012)
Emily Gallagher (May 2013)
Elise Bilodeau (May 2014)
Seren Karasu (May 2014)
Samantha Harding (May 2016)
Sophie Barnes (May 2016)
Chris Russo (May 2017)
Giuseppe Cannova (May 2017)
Kristin Alli (May 2019)

NYU Quality Undergraduate Education & Scholarly Training (QUEST) Program Mentor

Saipriya Valoth (2018-19)

Nicole Oppenheimer (2018-19)

NYU Gallatin Undergraduate Colloquium Panelist

Shara Guarnaccia (April 2013)

Madeleine Perlmutter (March 2018)

High School Student Mentor (Regeneron, Intel, Harlem Children's Zone, MIT Inspire)

Nicole Ochonma (summer 2010)

Rumana Ruma (summer 2010)

David Hughes (summer 2011)

Yoon (Jacklyn) Cho (2014)

Jazzmin McMyers (2015-16)

Polina Whitehouse (2017-18)