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## ELISE CAPPELLA

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### EMPLOYMENT

- 2021~ **Professor of Applied Psychology (with tenure)**  
**Vice Dean for Research** (2021~)  
Steinhardt School of Culture, Education, and Human Development  
New York University
- 2013-20 **Associate Professor of Applied Psychology (with tenure)**  
**Director, Institute of Human Development and Social Change** (2016-2020)  
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
- 2004 **Ph.D. in Clinical and Community Psychology**  
*University of California, Berkeley*  
Minor: Education and Public Policy: Children and Families  
Clinical Psychology Predoctoral Internship (APA-approved): 2003-2004  
Institute for Juvenile Research, University of Illinois at Chicago
- 1993 **B.A. in History**  
Yale University, cum laude

### RESEARCH FUNDING

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|---------|--|-----------------------|
| Pending | Co-Principal Investigator. <i>Developing and Evaluating Processes for the Dissemination of Effective Universal and Targeted Classroom Management Practices</i> . Institute of Education Sciences (PI: J. Owens)                  | \$2 million requested |
| 2020-25 | Co-Principal Investigator. <i>The New York University (NYU) Predoctoral Interdisciplinary Research Training (PIRT) Program in Education Sciences, Phase 3</i> . Institute of Education Sciences (IES R305B200010; PI: J. Kemple) | \$4 million           |

2021-22	Co-Investigator. <i>Supporting New York City's Early Childhood Educators in a Global Pandemic: Challenges, Innovations, and Implications for Professional Learning</i> . Research Foundation of the City University of New York (PI: Rachel Abenavoli)	\$149,274
2020-24	Co-Principal Investigator. <i>BRIDGE Training and Consultation</i> (NYU subcontract PI). Philadelphia Department of Behavioral Health and Intellectual Disability Services, Community Behavioral Health (CBH) Division (PI: C. Benjamin Wolk).	\$1.8 million (\$22,000)
2020-23	Co-Investigator. <i>Exploring the Effects of Heterogeneous Grouping on English Learners' Language, Reading Comprehension, and Social Network Development</i> . Institute of Education Sciences (IES R305A200069; PI: M. Kieffer)	\$1.5 million
2020-23	Advisory Board Member. <i>Let's Do Science! Promoting the Development of Beneficial Beliefs about Science in Early Childhood</i> . National Science Foundation (PI: M. Rhodes)	\$1.5 million
2020-21	Principal Investigator. <i>NYU-STEAM Research Partnership</i> . Brooklyn Navy Yard Development Corporation.	\$49,450
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: P. Morris)	\$4.9 million
2020-22	Principal Investigator. <i>NYU Blueprints for Progressive Change in Juvenile Justice</i> . Five Together Foundation (Also PI: M. Lindsey)	\$100,000
2014-19	Co-Principal Investigator (2015-20, no-cost extension; 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: P. Morris)	\$4 million
2016-19	Co-Principal Investigator. <i>Does early intervention benefit social-emotional &amp; academic development in middle school? A follow-up study of INSIGHTS</i> . Institute of Education Sciences (IES R305A160177; PI: E. 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: C. 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 (#201600111; PI: P. Morris)	\$400,000
2011-16	Grant Consultant. "A Toolkit for Identifying and Assessing Socially Rejected Children;" Institute of Education Sciences (R305A110143; PI: C. McKown)	\$2.3 million
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: M. 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: M. 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: M. Atkins)	\$4.2 million
2008-12	Co-Principal Investigator. <i>Testing the Efficacy of INSIGHTS in Enhancing the Academic Learning Context</i> , Institute of Education Sciences (IES R305A080512; PI: S. McClowry)	\$2.9 million
2012-13	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: E. Seidman)	\$10,000
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
2005-07	Co-Investigator. <i>Mental Health Services and Predictors of Learning in Urban Schools</i> , National Institute of Mental Health (R01 MH073749; PI: M. 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

#### HONORS AND AWARDS

2020	Making a Difference Award, Office of the President, New York University
2019	AERA Open Recognition – Top 10 most read articles (over 4 quarters since publication in 2017): <i>Social-emotional learning and academic achievement using causal methods to explore classroom-level mechanisms</i>
2019	Provost's Mega-Grant Award (to support 2019 proposal to the Institute of Education Sciences), New York University (with J. Kemple)
2017	Journal of School Psychology: Outstanding Contribution in Reviewing
2016	American Educational Research Association and AERA Open 2016 Outstanding Reviewer
2016	Provost's Mega-Grant Award (to support 2016 proposal to the Institute of Education Sciences), New York University (with P. Morris)
2015	American Educational Research Association, Classroom Management Special Interest Group (SIG) Carol Weinstein Best Paper Award: <i>Getting a good start in school: Effects of INSIGHTS on children with high maintenance temperaments</i>
2015	Community Collaborative Research Award. <i>Outcome evaluation of cooperative learning in afterschool: Enhancing social and language development for ethnic and language minority youth</i> . Steinhardt School, New York University (with M. Kieffer; \$15,000)
2014	Teaching Excellence Award; Steinhardt School, New York University
2014	American Educational Research Association, Classroom Management Special Interest Group (SIG) Carol Weinstein Best Paper Award: <i>Enhancing the academic development of shy children: A test of the efficacy of INSIGHTS</i>
2013	Summer Grant Development Award; Steinhardt School, New York University
2012	Finalist, Scholars Award; William T. Grant Foundation, New York, NY
2011	Goddard Junior Faculty Fellowship Award; Steinhardt School, New York University
2011	IDEA Challenge Grant Award. <i>Exploring child and classroom predictors of cross-race friendships across the middle school transition</i> . Steinhardt School, New York University
2009	Early Career Research Scholar Award: Society for the Study of School Psychology
2008	Gabriel Carras Research Award; Steinhardt School, New York University
2008	Community Collaborative Research Award. <i>Adaptation of MyTeachingPartner for urban schools</i> . 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; Department of Psychology, University of California, Berkeley
- 2001 Sheldon J. Korchin Prize in Clinical Psychology; Department of Psychology, University of California, Berkeley

### PEER-REVIEWED PUBLICATIONS

**58 total** (\*student at time of publication; practice-policy partner)

58. Abenavoli, R., Rojas, N., Unterman, R., **Cappella**, E., Wallack, J., & Morris, P. (2021). Embedding causal research designs in Pre-K systems at scale. *The Future of Children*, 31(1), 97-118.
57. Hwang\*, S. H. J., Watford\*, J. A., **Cappella**, E., Yates, M., Mui, S., & Nix, J. (2020). Fostering positive youth and staff development: Understanding the roles and experiences of the afterschool workforce. *Journal of Community Psychology*, 48(8), 2457-2473. <https://doi.org/10.1002/jcop.22425>
56. McCormick, M.P., Neuhaus\*, R., O'Connor, E.E., White\*, H.I., Horn\*, E.P., Harding\*, S., **Cappella**, E., & McClowry, S.G. (2020). Long-term effects of social-emotional learning on academic skills: Evidence from a randomized trial of INSIGHTS. *Journal of Research on Educational Effectiveness*, 5(3), 1-21. <https://doi.org/10.1177/2332858419867290>
55. McCormick, M. P., Neuhaus\*, R. N., Horn\*, E. P., O'Connor, E.E., White\*, H. I., Harding\*, S., **Cappella**, E., & McClowry, S.G. (2019). 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*, 5(3), 1-21. doi: 10.1177/2332858419867290
54. **Cappella**, E. & Godfrey, E. (2019). New perspectives on the child-and youth-serving workforce in low-resource communities: Fostering best practices and professional development. *American Journal of Community Psychology*, 63(3-4), 245-252. <https://doi.org/10.1002/ajcp.12337>
53. Schwartz\*, K., **Cappella**, E., Aber, J. L., Scott, M., Wolf, S., & Behrman, J. (2019). Early childhood teachers' lives in context: Implications for professional development in under-resourced areas. *American Journal of Community Psychology*, 63, 270-285. <https://doi.org/10.1002/ajcp.12325>
52. Cramer\*, T. & **Cappella**, E. (2019). Assistant teachers in early childhood education: Examining workforce and network characteristics within a large urban preschool expansion. *American Journal of Community Psychology*, 63, 312-323. <https://doi.org/10.1002/ajcp.12338>
51. Schwartz\*, K., **Cappella**, E., & Aber, J. L. (2019). Teachers' lives in context: A framework for understanding barriers to high quality teaching within resource deprived settings. *Journal of Research on Educational Effectiveness*, 12(1), 160-190. doi: 10.1080/19345747.2018.1502385
50. 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.
49. **Cappella**, E., Schwartz\*, K., Hill, J., Kim\*, H. K., & Seidman, E. (2019). A national sample of 8<sup>th</sup> 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
48. 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
47. Ouellette\*, R. R., Frazier, S. L., Shernoff, E. S., **Cappella**, E., Mehta, T. G., Martinez-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

46. **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
45. 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
44. **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
43. 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
42. 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
41. 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
40. 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.
39. **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
38. 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
37. **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
36. 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
35. 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
34. 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.
33. 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>
32. **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.

31. 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.
30. 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
29. 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.
28. 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
27. 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
26. 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.
25. 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
24. 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
23. 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
22. Neal, J. W. & **Cappella**, E. (2014). The bright side of positive perceptual bias: Children's estimations of network centrality and aggression. *Aggressive Behavior*, *40*, 140-151. doi: 10.1002/ab.21511
21. 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/
20. 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>
19. **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
18. 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.
17. 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.
16. **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>

15. 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
14. **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
13. **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
12. 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.
11. **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.
10. **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>
9. 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
8. **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
7. 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
6. 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
5. 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](http://www.tandfonline.com/doi/abs/10.1300/J200v05n03_02)
4. **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
3. 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
2. **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
1. **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, REPORTS, AND OTHER PUBLICATIONS

15 total (\*student; practice-policy partner)

15. **Cappella**, E., Frazier, S. L., Smith, E. P., & Hwang\*, S. H. J. (2020). Targeting social processes to support children with EBDs: An ecological, public health approach in out-of-school programs. In T. W. Farmer, M. Conroy, E.M.Z. Farmer, & K. Sutherland (Eds.), *Handbook of Research on Emotional & Behavioral Disorders: Interdisciplinary Developmental Perspectives on Children and Youth* (pp. 167-182). New York: Routledge.
14. **Cappella**, E., Hwang\*, S. H. J., DiLuzio, E., & Kixmiller, L (2019). *Lessons from the field: Three evidence-informed strategies to improve afterschool quality* [Practice brief]. <https://goodshepherds.org/wp-content/uploads/2019/02/ACROSS-Practice-Brief.pdf>
13. **Cappella**, E., Hwang\*, S. H. J., Kieffer, M., & Yates, M. (2018). *Afterschool classroom quality matters: Driving academic outcomes in out-of-school contexts* [Research brief]. <https://goodshepherds.org/wp-content/uploads/2018/04/ACROSS-Brief-Classroom-Quality-3-28-2018.pdf>
12. Yates, M., Eagan, N., **Cappella**, E., Hwang\*, S., & Kieffer, M. (2019). *Using the chaordic stepping stones to advance inclusion and creativity in a partnership*. American Evaluation Association Blog. <https://aea365.org/blog/using-the-chaordic-stepping-stones-to-advance-inclusion-and-creativity-in-a-partnership-by-miranda-yates-nancy-eagan-elise-cappella-sophia-hwang-and-michael-kieffer/>
11. 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.
10. **Cappella**, E. & \*Hwang, S. H. J. (2017). The role of after-school environments in students' academic performance. *Education Week*. [http://blogs.edweek.org/edweek/urban\\_education\\_reform/2017/12/the\\_role\\_of\\_after-school\\_environments\\_in\\_students\\_academic\\_performance.html](http://blogs.edweek.org/edweek/urban_education_reform/2017/12/the_role_of_after-school_environments_in_students_academic_performance.html)
9. **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.
8. **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>
7. **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
6. 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
5. **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.
4. 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.
3. Atkins, M. S. & **Cappella**, E. (2007). *Counseling for students receiving special education services: Guidelines, limitations, and recommendations*. New York City Public Schools, Report to Office of Special Education Initiatives.



2. 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.
1. 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

**8 total** (\*student, practice-policy partner)

8. **Cappella**, E., Alicea, S., & May, N. (invited chapter). Cultivating contexts of interpersonal skill development across diverse students and schools. *Social and Emotional Learning in Action: Creating Systemic Change in Schools*.
7. **Cappella**, E., Cramer\*, T., & Raver, C. C. (revision under review). Seeking advice in pre-k programs: The nature and influence of instrumental networks in teaching experiences over time. *Early Childhood Research Quarterly*.
6. Cramer, T., Morris, P., **Cappella**, E., & Ganimian, A. (revision under review). Pathways to program fidelity: Situating the role of teachers' commitment to implement in delivering evidence-based programs. *Journal of School Psychology*.
5. **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. *American Journal of Education*.
4. **Cappella**, E., McCormick, M., Hwang\*, S. H. J., O'Connor, E. E., & McClowry, S. G. (in preparation). The role of elementary and middle school climate in longitudinal effects of early intervention.
3. Hwang\*, S. H. J., **Cappella**, E., & Seidman, E (in preparation). A framework for classroom emotional ecology: Integrating social-emotional and social network perspectives for urban early adolescents.
2. Hwang\*, S. H. J., **Cappella**, E., Kieffer, M. J., & Yates, M. (in preparation). Intergroup peer connections in urban afterschool programs: Predictive influence of ethnic and linguistic homophily.
1. **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*.

### JOURNAL ISSUES CO-EDITED

**3 total**

3. **Cappella**, E., Godfrey, E., & Chacko, A. (Guest Editors). *American Journal of Community Psychology*, 2019, 63(3-4): “Understanding and Strengthening the Child- and Youth- Serving Workforce in Low-Resource Communities”
2. Hamre, B. K. & **Cappella**, E. (Guest Editors). *Journal of Early Adolescence*, 2015, 35(5-6): “Using Measurement to Understand and Impact Early Adolescents’ Experience in Schools: Observations (Part 1) and Surveys (Part 2)”
1. **Cappella**, E., Reinke, W., & Hoagwood, K. (Guest Editors). *School Psychology Review*, 2011, 40(4): “Intervention Development with Schools and Communities: Systematic and Collaborative Processes”

**INVITED PRESENTATIONS****45 total**

45. *Natural opportunities for mental health in schools: Building effective and supportive classrooms*. Grand Rounds, University of Illinois at Chicago. Nov 2020: Chicago: IL.
44. *Natural opportunities for social-emotional learning: Teaching practices and peer relationships in schools*. Schooling the Self Conference, Learning & the Brain. May 2020 (postponed): New York, NY.
43. *Mobilizing natural human resources in schools: A PSI journey*. Psychology and Social Intervention Program Colloquium Series. Nov 2020: New York, NY.
42. *Studying and strengthening preschool at scale: A research-practice partnership*. Fordham University, Department of Psychology Colloquium Series. March 2020: Bronx, NY.
41. *Understanding advice seeking and knowledge dissemination among early childhood professionals*. NYC Early Childhood Research Network Research Symposium: Pre-K for All Implementation in a Changing Landscape: Insights from the NYC Early Childhood Research Network. Foundation for Child Development, December 2019: New York, NY.
40. *Teachers and students in schools: Understanding and harnessing the potential of social networks*. William T. Grant Networks and Policymaking Workshop. September 2019: Minneapolis, Minnesota.
39. *Peers in school: The good, the bad ...*. NYU Trailblazers Series. April 2019: New York, NY.  
<https://www.youtube.com/watch?v=lgPuT07TomQ>
38. *Empirical and theoretical perspectives to enhance social-emotional learning: Evidence from three randomized trials*. Invited Discussant: Society for Research on Educational Effectiveness, Annual Conference. March, 2019: Washington, DC.
37. *School safety – A world turned upside down*. New York State School Boards Association (NYSSBA) and New York State Association of School Attorneys (NYSASA) 22<sup>nd</sup> Annual Pre-Convention Law Conference. October 2018: New York, NY.
36. *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.
35. 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.
34. *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.
33. *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.
32. *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.
31. *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.
30. 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.

29. *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
28. *Peer contexts in schools: Avenues toward social and academic development.* Pace University, Department of Psychology, Prosocial Development Speaker Series. September 2015: New York, NY.
27. *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.
26. *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.
25. *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.
24. *Understanding and supporting classrooms in urban schools: Evidence from BRIDGE.* Ohio University, Psychology Department. January 2015: Athens, OH.
23. *Building classrooms that work: Implementation and effects of BRIDGE.* Rutgers University Graduate School of Applied and Professional Psychology. November 2014: New Brunswick, NJ.
22. *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.
21. *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.
20. *School safety: Legal obligations and effective practices.* New York State School Boards Association (NYSSBA) and New York State Association of School Attorneys (NYSASA) 17<sup>th</sup> Annual Pre-Convention Law Conference. October 2013: Rochester, NY.
19. *Social network perspectives in psychology and social intervention.* NYU Steinhardt Psychology and Social Intervention Colloquium Series. April 2013: New York, NY.
18. *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.
17. *Testing the efficacy of INSIGHTS in enhancing the academic context.* NYU Steinhardt Counseling Psychology Colloquium Series. March 2013: New York, NY.
16. *Colloquium Series: Conversations in Applied Psychology.* NYU Steinhardt Applied Psychology Department. November, 2011: New York, NY.
15. *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.
14. *Impact and mechanisms of change of a multi-component intervention designed to promote productive classroom contexts for rural early adolescents.* Invited Discussant: Annual conference of the Society for Research on Educational Effectiveness. March, 2011: Washington. DC.
13. *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 and Department of Education Office of School Health, and NY State Office of Mental Health; Feb, 2011: New York, NY.
12. 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.
11. *Studying and supporting children's development in urban schools.* NYU Psychology and Social Intervention

Program, Colloquium Series; Nov 2009: New York, NY.

10. *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.
9. *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.
8. *Enhancing the role of mental health toward children's success in school*. Child and Adolescent Research for Mental Health Action. NYC Department of Health and Mental Hygiene: Feb 2009: New York, NY.
7. *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.
6. *Methods of studying and supporting children's peer contexts*. New York University, Developmental Psychology Colloquium. April 2008: New York, NY.
5. *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.
4. *Advancing evidence-based mental health practices for children in poverty*. NIMH-funded Interdisciplinary Network Meeting. May 2005: Chicago, IL
3. *The prevention of social aggression among girls*. Woodrow Wilson Foundation, Women's and Children's Health Fellowship Meeting. April 2004: Berkeley, CA.
2. *Community-clinical collaboration: What does it really mean?* Psychiatry Grand Rounds, University of Illinois at Chicago. Dec 2003: Chicago, IL.
1. *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.

### SELECTED PROFESSIONAL PRESENTATIONS

104 total (\*student at time of publication)

104. Hwang\*, S. H. J., **Cappella**, E., Kieffer, M., & Yates, M. (2020). "*Let's hang out!*": *Cross-linguistic social ties in urban afterschool programs*. Paper accepted at the biennial meeting of the Society for Research on Adolescence, San Diego, CA. (postponed)
103. Hwang\*, S. H. J., **Cappella**, E., Kieffer, M., & Seidman, E. (2020). *Predictors of supportive relationships in a national sample of early adolescents: For whom and under what conditions*. Paper accepted at the biennial meeting of the Society for Research on Adolescence, San Diego, CA. (postponed)
102. Siegel\*, J., Abenavoli, R., **Cappella**, E., & Morris, P. (2020). *Strengthening school readiness through universal pre-k: A university-district partnership*. Poster accepted at the annual meeting of the Society for Research in Educational Effectiveness, Washington, DC. (postponed)
101. **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.
100. **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.
99. Hwang\*, S. H. J., **Cappella**, E., Seidman, E., & Kieffer, M. J. (2019, May). *Prevalence, nature, and impact of relational support in early adolescence*. Paper presented at the annual meeting of the Society for Prevention Research, San Francisco, CA.

98. 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.
97. 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.
96. 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.
95. 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.
94. 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.
93. 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.
92. 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.
91. **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.
90. 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.
89. 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.
88. 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.
87. **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.
86. **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.
85. **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.

84. 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.
83. 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.
82. 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.
81. 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.
80. 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.
79. 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 21<sup>st</sup> Century America Conference, Stanford, CA.
78. 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.
77. 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.
76. 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.
75. 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.
74. 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.
73. 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.
72. 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.
71. 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.

70. 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.
69. 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.
68. **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.
67. 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.
66. 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.
65. 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.
64. Schwartz\*, K., **Cappella**, E., Scott, M., Seidman, E., & Kim, H. K. (March, 2015). *How (and how much) do schools matter? Variation in K-8<sup>th</sup> grade achievement trajectories in a national sample*. Paper presented at the spring conference of the Society for Research on Educational Effectiveness, Washington, DC.
63. 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.
62. 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.
61. 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.
60. **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.
59. **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.
58. 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.
57. **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.
56. 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.

55. 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.
54. 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.
53. 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.
52. 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.
51. 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.
50. **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.
49. **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.
48. 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.
47. 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.
46. 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.
45. 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.
44. 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.
43. **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.



42. **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.
41. 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.
40. 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.
39. 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.
38. **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.
37. **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.
36. **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.
35. 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.
34. **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.
33. 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.
32. 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.
31. 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.
30. 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.
29. 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.

28. **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.
27. 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.
26. **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.
25. 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.
24. 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.
23. 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.
22. **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.
21. **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.
20. 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.
19. Atkins, M. S., Mehta, T., Frazier, S. L., **Cappella**, E., Mariñez-Lora, A., Shernoff, E., et al. (August, 2008). *Links to Learning: School and community mental health resources alignment in support of children's learning in high-poverty urban schools*. Paper symposium at the annual meeting of the American Psychological Association, Boston, MA.
18. **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.
17. **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.
16. **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.
15. 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.

14. 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.
13. **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.
12. **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.
11. **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.
10. **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.
9. **Cappella**, E. (2004, May). *The prevention of social aggression among girls*. Poster presentation at the annual meeting of the American Psychological Society, Chicago, IL.
8. **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.
7. **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.
6. 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.
5. **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.
4. **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.
3. 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.
2. 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.
1. 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 EXTERNAL MEDIA

- The New Yorker (March 2021): [Why Learning Pods Might Outlast the Pandemic](#)
- New York Times (March 2018): [How Young Is Too Young for Protest? A National Gun-Violence Walkout Tests Schools](#)
- Healio Pediatrics (November 2017): [Middle School Students Exhibited Poor Reading Confidence versus K-8 School Peers](#)
- NPR (October 2017): [Switching to Middle School Can Be Hard on Kids, But There Are Ways to Make it Better](#)
- Education Week (October 2017): [Students' Confidence, Not Grades, Take a Hit in Schools with Short Grade Span, Study Suggests](#)
- Education Dive (October 2017): [NYU Study: Students in K-8 Model More Academically Confident than Middle School Peers](#)
- Fatherly (October 2017): [The Scientific Case against Middle Schools](#)
- Science Daily (October 2017): [Attending a Middle School vs K-8 School Matters for Student Outcomes](#)
- Study International (October 2017): [US: Middle School Students Get Good Grades, But Lack Self-Confidence](#)
- Chalkbeat (September 2017): [New York City Wants to Know: How Effective Is Its Training for Pre-K Teachers](#)
- NPR (January 2017): Public Health Minute
- NPR (July 2016): [Beyond Integration: How Teachers Can Encourage Cross-Racial Friendships](#)
- Politico (June 2016): [Civil Rights Data Deluge](#)
- Big Think (June 2016): [Why Do Interracial Friendships Start Declining Early in Life](#)
- Science Daily (June 2016): [Interracial Friendships Decrease Over Time in Elementary and Middle School](#)
- The Atlantic (June 2016): [When Black and White Children Grow Apart: Research Shows That Interracial Friendships Decline as Kids Enter Adolescence—And That Teachers May Play a Role](#)
- NBC New York (February 2015): [I-Team: Hundreds Complain About Cold Classrooms in City Schools](#)

## 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: 2015-2020)
- Practicum in Intervention or Policy I (New York University: 2011-2019)
- Practicum in Intervention or Policy II (New York University: 2012-2020)
- IES-NYU Predoctoral Interdisciplinary Research Training Seminar on Causal Inference in Education (New York University: 2012-2015); co-instructor for selected seminars 2016-2020
- Adolescent Development (New York University: 2007-2013)

## MENTORING

(See Appendix, pages 26-28, for details)

Doctoral Committee Chair: 6\*

Daisy Jackson (2013), Ha Yeon Kim (2014), Stacey Alicea (2015), Meghan McCormick (2015), Kate

Schwartz (2018), Sophia Hwang (2021, expected)

Doctoral Committee Member: 9

Patrice Ryce (2011), Justina Grayman (2015), Carly Tubbs Dolan (2017), Yeshim Iqbal (2019), Michael Levy (2020), Kristin Black (2020), Travis Cramer (2020), Miriam Mahmood (2021, expected), Megan Granski (2021)

Doctoral Dissertation Reader: 20

Doctoral Dissertation Proposal Reader: 13

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

Quality Undergraduate Education and Scholarly Training (QUEST) Summer Program: 4

Masters' Thesis Research Mentor: 18

Masters' Thesis Proposal Reader: 4

High School Student Research Mentor: (Regeneron, Harlem Children's Society, Intel): 8

### **Doctoral Advisees' External Fellowships**

#### **\*Daisy Jackson**

Institute of Education Sciences Predoctoral Interdisciplinary Research (PIRT) Fellowship (\$128,000 + tuition and fees)

Position: 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)

Position: Associate Director for Programs in Conflict-Affected Countries, Global TIES, NYU Institute of Human Development and Social Change

#### **\*Stacey Alicea**

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

Ford Foundation 2014 Dissertation Fellowship (\$25,000)

Position: Associate Executive Director, Training, Strategic Learning and Evaluation, Ramapo for Children

#### **\*Meghan McCormick**

Institute of Education Sciences Predoctoral Interdisciplinary Research (PIRT) Fellowship (\$128,000 + tuition and fees); IES Outstanding Fellow Award in 2016

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)

Position: Research Associate, Family Well-Being and Children's Development Policy Area, MDRC

#### **\*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)

Position: Research Scientist, Global TIES for Children, NYU Institute of Human Development and Social Change

#### **\*Sophia Hwang (current student)**

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)

## 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

Administration and Policy in Mental Health and Mental Health Services Research

Behavioral Medicine

Child Development

Child Development Perspectives

Child and Youth Care Forum

Developmental Psychology

Early Childhood Research Quarterly

Educational Researcher

Elementary School Journal

Journal of Applied Developmental Psychology

Journal of Clinical Child and Adolescent Psychology

Journal of Research on Adolescence

PLOS One

Prevention Science

### Foundation Grant Reviewer (2013~)

Spencer Foundation Large Grant Reviewer (2019)

Spencer Foundation Small Grant Panel (2018-2019)

William T. Grant Foundation Major Grant Reviewer (2013)

### Federal Grant Reviewer (2017~)

U.S. Department of Education, Institute of Education NCER Methods Training Panel (2019-20)

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)

### Conference Reviewer (2008~)

American Educational Research Association

Society for Research in Child Development

Society for Research in Educational Effectiveness

### Organization Leadership and Service

*Invited Scholar* (2019-20): Society for Research in Child Development (SRCD) and the Jacobs Foundation Series on Social Learning and Cultural Evolution (Workshop I, II, and III)

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

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

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

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

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

#### Organizational Affiliations (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

### UNIVERSITY SERVICE

#### Chair of Committee

- *Dean Search Committee* (NYU Steinhardt School: 2019-20)
- *Promotion and Tenure Committee* (NYU Applied Psychology Department: 2017-19)
- *Ad Hoc Teaching Committee* (NYU Applied Psychology Department: 2013-17)
- *Comprehensive Examination Committee* (NYU PSI: 2010-12; School Psychology: 2008-09)
- *Online Resources Committee* (NYU Psychology and Social Intervention Program: 2015-17)
- *Doctoral Admissions Committee* (NYU Psychology and Social Intervention Program: 2012-14)

#### Chief Organizer and Chair (conferences, events)

*Social Science for Impact* (November, 2021); Institute of Human Development and Social Change (IHDSC), NYU’s Urban Initiative and Wagner School of Public Service, Research Alliance for New York City Schools, Center for Practice and Research at the Intersection of Information, Society, and Methodology (PRIISM), Institute of Education Sciences (IES) Predoctoral Interdisciplinary Research Training (PIRT) program, and NYU’s Office of the President.

*A Roadmap to Reducing Child Poverty* (October 2019; co-Chair: M. Lindsey); Institute of Human Development and Social Change (IHDSC), NYU Strategies to Reduce Inequality Initiative, McSilver Institute for Poverty Policy and Research, and NYU Office of the President.

*Data & Ethics: In the Public Sector for the Public Good?* (May 2019; co-Chairs: J. Hill, J. Kemple, R. Schroff); NYU’s Institute of Human Development and Social Change (IHDSC), Research Alliance for New York City Schools, Center for Practice and Research at the Intersection of Information, Society, and Methodology (PRIISM), and Institute of Education Sciences (IES) Predoctoral Interdisciplinary Research Training (PIRT) program.

*Working Across Sectors to Support Vulnerable Youth in Schools* (May 2018; co-Chairs: J. Hill, J. Kemple, M. Kieffer); NYU’s Institute of Human Development and Social Change (IHDSC), Strategies to Reduce Inequality (SRI) Initiative, Center for Practice and Research at the Intersection of Information, Society, and Methodology (PRIISM), and Institute of Education Sciences (IES) Predoctoral Interdisciplinary Research Training (PIRT) program.

*Imagining the Future of Urban Education and Mental Health* (January 2018); 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.

*Building NYC-NYU Connections: Research Partnerships for Knowledge and Action* (May 2017; co-Chair: J. Hill); 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).

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

*Navigating the Middle Years: Lessons from Educational Research and Practice to Facilitate School Transitions among Youth* (March 2010); NYU Steinhardt School Education Policy Breakfast Series

Chief Marshal (2012): NYU Steinhardt School Baccalaureate Ceremony

Panelist / Guest Speaker

- *Faculty First Look Evaluator: Scholar Job Talk Presentations* (NYU Steinhardt School, 2019)
- *How to Find Grant Opportunities That are Right for You: Grant Prospecting and Planning* (NYU Steinhardt School, 2018)
- *Faculty First Look Scholars Panel: "Your Research Agenda: How to Create and Market Your Research In and Outside of the Academy"* (NYU Steinhardt School, 2018)
- *Urban Research Conference* (NYU Office of the Provost, Wagner School: 2017)
- *Strategies to Reduce Inequality Meeting* (NYU Office of the Provost & McSilver Center, 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 (NYU Steinhardt School: 2010)
- "Preparing for a Successful Third Year Review" (NYU Steinhardt School: 2010)
- "Lunch and Learn" (Applied Psychology Undergraduate Program: 2010)

#### Courses:

*Applied Quantitative Research Seminar* (Sociology Department MA: 2020)

*Data Science for Social Impact* (Applied Statistics MA: 2017)

*Theories of Change* (Applied Psychology PhD: 2017)

*Social Psychology* (Applied Psychology BS: 2017)

*Applied Statistics, Social Sciences, & the Humanities Seminar* (ASH PhD: 2017)

*Humanities and Social Sciences Seminar* (HMSS PhD: 2016)

*Human Growth and Development* (Applied Psychology MA: 2016)

*Child Development* (Teaching and Learning BA: 2013)

*Culture, Context, and Psychology* (Applied Psychology MA: Yearly from 2009-12)

*Families, Schools & Child Development* (Applied Psychology BS: 2009)

Faculty Mentor

*Faculty First Look*; NYU Steinhardt School (2019~)

*Online Publication of Undergraduate Studies (OPUS)*; Applied Psychology Undergraduate Program (2013-14)

Member of Committee or Initiative

Cross-Cutting Initiative on Inequality (NYU Office of the Provost: 2019~)

Urban Initiative (NYU Office of the Provost: 2017~)

Prison Industrial Complex Committee (NYU Office of the President: Spring 2019)

Quality Undergraduate Education and Scholarly Training (QUEST) Committee (Applied Psychology Department: 2017-19)

Working Groups (Institute of Human Development and Social Change: 2008~)



Child Mental Health Disparities (2020~)  
 Workforce Development Working Group (2017-2019)  
 Early Childhood Working Group (2008-14)  
 IES-PIRT Leadership Team (Institute of Human Development and Social Change: 2012~)  
 Doctoral Affairs Committee (NYU Steinhardt School: 2011-13; 2015-16)  
 Faculty Review Committee (Applied Psychology Department: 2015-17)  
 Doctoral Admissions Committee (PSI Program: 2007-08; 2010-11; 2016-19)  
 Undergraduate Task Force (NYU Steinhardt School: 2010)  
 Selection Committee for Grants, Fellowships, & Awards (NYU Steinhardt School: 2008-13)  
 Undergraduate Committee (Applied Psychology Department: 2008-11)  
 Faculty Search Committee (PSI Program: 2008-09)  
 Awards and Social Committee (Applied Psychology Department: 2007-09)

#### Participant

- NYU Department of Population Health, 2<sup>nd</sup> Annual “Health *and* ...” Conference (NYU School of Medicine, 2017) “Health and Racial Equity and Urban Well-Being”
- 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 (with 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”
- NYU Child and Family Policy Center Conference: “Strengthening Educational Partnerships: Creative Solutions to Meet the Needs of Immigrant Families”
- NYU Institute of Human Development and Social Change 2008 Conference: “National and International Perspectives on Place-Based Randomized Trials in Education”

### COMMUNITY SERVICE

#### Co-Organizer and Co-Leader: Research-Practice Partnerships

- *NYU Blueprints for Progressive Change in Juvenile Justice* (2018~); <https://steinhardt.nyu.edu/ihdsc/research/initiatives/nyu-blueprints-progressive-change-juvenile-justice>
- *UPK: Strengthening the Architecture for High Quality Universal Pre-K* (2016-ongoing): <https://steinhardt.nyu.edu/ihdsc/projects/nyupk>; <https://steinhardt.nyu.edu/ihdsc/on-the-ground/where-do-candidates-stand-early-education-policy>
- *ACROSS: Advancing Collaborative Research in Out-of-School Settings* (2014~): <https://steinhardt.nyu.edu/ihdsc/on-the-ground/partnering-improve-afterschool>

#### Principal Trainer or Consultant

- *Penn Center for Mental Health*, University of Pennsylvania (2019~)
- *Community Technical Assistance Center (CTAC) Lunch and Learn Webinar Series 2016*: “See, Talk, Treat: Strategies for Effective Treatment Planning in Schools”
- *New York State Council of School Superintendents*, 2014 Winter Institute and Lobby Day, “Mission Critical: Defending Schools & Children.” March 2014: Albany, NY.
- *Hunts Point Alliance for Children* (2014-15)
- *Child and Adolescent Psychiatry Residency Training Program*, Columbia and Cornell Universities; Robert F Kennedy School, New York, NY. (2012-2015)
- *New York State Council of School Superintendents*, 2014 Winter Institute and Lobby Day, “Mission Critical: Defending Schools & Children.” March 2014: Albany, NY.
- *Columbia University Child Psychiatry Fellows and the RFK School* (P169) (2014)
- *Jersey City Public School District* (2013)
- *Queen’s Children’s Psychiatric Center* (2012)

- *New York City School Based Mental Health Committee* (NYC Department of Health & Mental Hygiene: 2012; Participant: 2008-11)
- *Turn 2 Us*, School-Based Mental Health Promotion and Prevention, PS 102 (2010-11)
- *School Based Mental Health Programs*; Children's Hospital of NY-Presbyterian (2009-11)
- *New York City Public Schools*: PS 4, PS 189 (2008-09)

Supervisor / Mentor

- *Behavioral and Social Science Research Program*: Bronx High School of Science (2014-16)
- *Harlem Children's 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)

## **APPENDIX STUDENT MENTORING**

### NYU Dissertation Committee Chair

Sophia Hwang (April 2021, expected)  
Kate Schwartz (November 2018)  
Meghan McCormick (April 2015)  
Stacey Alicea (April 2015)  
Ha Yeon Kim (June 2014)  
Daisy Jackson (April 2013)

### NYU Dissertation Committee Member

Sarah Rosenbach (April 2022, expected)  
Miriam Mahmood (April 2021, expected)  
Megan Granski (2021, expected)  
Travis Cramer (June 2020)  
Michael Levy (June 2020)  
Kristin Black (April 2020)  
Yeshim Iqbal (November 2019)  
Carly Tubbs Dolan (November 2017)  
Justina Grayman (June 2015)  
Patrice Ryce (December 2011)

### NYU Dissertation Proposal Defense (Reader)

Victoria Dahl (October 2019)  
Hannah Kasab (Ohio University, December 2018)  
Natalia Rojas (June 2018)  
Kenneth Logan (April 2018)  
Stephanie Wong (June 2017)  
Ashleigh Collins (March 2014)  
Sukhmani Singh (December 2013)  
Leslie Williams (September 2012)  
Catalina Torrente (October 2011)  
Juliette Berg (January 2011)  
Shefali Samrai (July 2010)  
Adina Schick (November 2009)  
Emily Jacobs (June 2008)  
Megan Fumerton (January 2008)

### NYU Doctoral Orals Defense (Reader)

Rachel Lacks (November 2019)  
Natalia Rojas (June 2019)  
Jinjoo Han (July 2018)  
Eric Finegood (June 2018)  
Kenneth Logan (April 2018)  
Maedeh Aboutalebi Karkavandi (University of Melbourne, September 2017)  
Rachel McKinnon (March 2017)  
Alexandra Ursache (March 2014)  
Juliette Berg (April 2013)  
Catalina Torrente (April 2013)  
Ashley Smith Leavell (April 2012)

Marissa Owsianik (October 2011)  
Marieka Schotland (January 2011)  
Maria de los Angeles Ramos Olazagasti (September 2010)  
Lisa Silverman (June 2010)  
Bobby Bui (June 2009)  
Mara Washburn (March 2009)  
Preetika Mukherjee (May 2008)  
Joanna Sattin (March, 2008)  
Jacqueline Cahalan (February 2008)

NYU Master's Thesis (Chair) or Independent Study

Kelsey Dorsett (2021, expected)  
Kristine Mijakovich (May 2017)  
Brian Aguayo (May 2017)  
Cindy Pincay (May 2016)  
Goke Akinniranye (December 2014)  
Eunice Lau (December 2014)  
Sibyl Holland (May 2013)  
Michael Bradley (May 2012)  
Candie Patterson (December 2011)  
Sara Martinez (May 2010)  
Yang Zhao (July 2009)  
Kaitlyn Mishlen (May 2009)  
Kate Igelbrink (December 2009)  
Aida Alikalfic (December 2009)  
Amy Donnelly (December 2009)  
Caroline Wagner (January 2009)  
Cara Gugliemella (December 2008)  
Catherine Howerter (April 2008)

NYU Master's Proposal or Thesis Reader

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

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

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

Stephanie Trollo (May 2009)

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

Moira Quinn (2019-20)  
Sophia Nguyen (2019-20)  
Saipriya Valoth (2018-19)  
Nicole Oppenheimer (2018-19)

NYU Gallatin Undergraduate Colloquium Panelist

Madeleine Perlmutter (March 2018)  
Shara Guarnaccia (April 2013)

High School Student Mentor

Anabela Caiola (summer 2019)  
Eve Aresty (summer 2019)  
Polina Whitehouse (2017-18)  
Jazzmin McMyers (2015-16)  
Yoon (Jacklyn) Cho (2014)  
David Hughes (summer 2011)  
Nicole Ochonma (summer 2010)  
Rumana Ruma (summer 2010)