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| **HA YEON KIM, Ph.D.** |
| 627 Broadway Rm807, New York 10012 • hayeon@nyu.edu • 212-992-9401 |

**EMPLOYMENT**

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| 2020- | **Senior Research Scientist**  Global TIES for Children, Steinhardt School of Culture, Education, and Human Development, New York University |
| 2016-20 | **Associate Director for Research, Conflict-Affected Countries / Research Scientist**  Global TIES for Children, Steinhardt School of Culture, Education, and Human Development, New York University |
| 2014-16 | **Postdoctoral Fellow in Education**  Graduate School of Education, Harvard University  *Faculty Sponsor*: Catherine Snow, Ph.D. |

**EDUCATION**

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| 2014 | **Ph.D. in Developmental Psychology**  New York University  Dissertation: Academic Engagement of Immigrant Origin Children in Linguistically Diverse Urban Schools  Dissertation Committee: Elise Cappella (Chair), Carola Suárez-Orozco, C. Cybele Raver |
| 2007 | **M.A. in Child Development and Family Studies (**Specialization: Early Childhood Education)  Seoul National University, Republic of Korea  Thesis: Korean Language Speaking Toddlers’ Verb Meaning Inference Based on Subjects’ Motion and Ontological Categories |
| 2004 | **B.A. in Psychology; Child Development and Family Studies,** *Summa Cum Laude*  Seoul National University, Republic of Korea |

**GRANTS AND FELLOWSHIPS**

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| 2019-22 | **Dubai Cares**, in partnership with International Network for Education in Emergencies (INEE),Evidence for Education in Emergencies (E-Cubed) Research Envelope, “Understanding Children’s Holistic Development, Program Implementation and Effectiveness in Context: Evidence to Guide Investments in Social Emotional Learning.” Global TIES for Children, New York University. $487,099. Role: Principal Investigator. |
| 2019-21 | **Porticus Foundation,** “Towards Evidence-Informed, SEL Foundational Supports in Lebanese Formal Schools: A Technical Capacity-Building Approach and Improving Teacher Support Programs to Provide Differentiated Instruction to Host and Refugee Students in Lebanon.” Global TIES for Children, New York University. $877,049 (€752,192). Role: Co-Principal Investigator. |
| 2017-19 | **Economic and Social Research Council-Department for International Development, UK (ESRC-DFID),** “Promoting Children’s Learning Outcomes in Conflict-Affected Countries: Evidence for Action in Niger.” Global TIES for Children, New York University. UK£499,159. Role: Co-Principal Investigator. |
| 2017-20 | **Spencer Foundation,** “The Children Can’t Wait: Research Methodologies to Improve the Practice of Education in Conflict-Affected Countries.” Global TIES for Children, New York University. $1,000,000. Role: Co-Principal Investigator. |
| 2017-20 | **Spencer Foundation,** Small Grant, “What’s Fair for Teachers and Students? Impacts of Within-Classroom Heterogeneity and Ability-Grouping on Teacher Practice and Student Achievement.” Harvard University & New York University. $50,000. Role: Principal Investigator. |
| 2016-21 | **Dubai Cares,** “Education in Emergencies: Evidence for Action.” Global TIES for Children, New York University (with International Rescue Committee). $1,680,216. Role: Co-Principal Investigator. |
| 2017-19 | **National Science Foundation (NSF) & American Educational Research Association (AERA) Research Grant,** “Estimating Causal Impacts of Racially Segregated Classrooms on 8th Grade Math, Science, and Reading Outcomes: Selection, Contrast, and Consequences.” New York University. $20,000. Role: Principal Investigator. |
| 2013-14 | **New York University,** Institution of Education Sciences (IES) - New York University Predoctoral Interdisciplinary Research Training (NYU-PIRT) Fellowship. $30,000 plus tuition. |
| 2012-13 | **American Psychological Foundation (APF),** Elizabeth Munsterberg Koppitz Graduate Student Fellowship, New York University. $25,000 plus tuition. Role: Principal Investigator. |
| 2010 | **Steinhardt School of Culture, Education, and Human Development,** Dean’s Grants for Student Research Grant, “Picturing Urban Classrooms: A Mixed Method Approach to Understanding Classroom Climate, Language Use, and Social Networks in Diverse Elementary School Classrooms.” New York University, $1,000. Role: Principal Investigator. |
| 2005-06 | **Fulbright Korean-American Education Commission & Institute of International Education,** Fulbright Foreign Language Teaching Assistantship (FLTA),Claremont McKenna College,$44,450. Role: Language Teaching Assistant. |

**HONORS, AWARDS, AND SCHOLARSHIPS**

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| 2013 | Doctoral Student Travel Awards, Department of Applied Psychology, Steinhardt School of Education, Culture, and Human Development, New York University ($500) |
| 2012-13 | Doctoral Student Summer Research Awards, Department of Applied Psychology, Steinhardt School of Education, Culture, and Human Development, New York University ($3562) |
| 2012 | The Philip J. Zlatchin Memorial Scholarship, Department of Applied Psychology, Steinhardt School of Culture, Education and Human Development, New York University ($500) |
| 2012 | Mitchell Leaska Dissertation Award, Steinhardt School of Culture, Education, and Human Development, New York University ($5,000) |
| 2011 | Society for Research in Child Development (SRCD) Student Travel Award ($300) |
| 2010-11 | Seoul National University Alumni Scholarship, Seoul National University Alumni Association of Greater New York ($3,000) |
| 2009-13 | Graduate Student Organization Professional Development Reimbursement Award, Steinhardt School of Culture, Education, and Human Development, New York University ($750) |
| 2008-10 | Professional Development Funds, Department of Applied Psychology, Steinhardt School of Culture, Education, and Human Development, New York University ($400) |
| 2000-06 | Excellence in Performance, Seoul National University, Republic of Korea ($3,600) |

**PEER-REVIEW PUBLICATIONS**

**Kim, H. Y.,** Gjicali, K., Wu, Z. Tubbs Dolan, C. (in press). Teachers’ Observations of Learners’ Social and Emotional Learning (TOOLSEL): Psychometric Evidence for Use in Program Evaluation in Education in Emergencies. *Journal of Education in Emergencies.*

Hsin, L.,Miratrix, L., **Kim, H. Y.,** LaRusso, M., Snow, C. (in press). Predictable variation in the implementation of a curricular intervention—and why it matters. *Elementary School Journal.*

Aber, J. L., Tubbs Dolan, C., **Kim, H. Y.,** & Brown, L. (2021). Children’s learning and development in conflict and crisis affected countries: Building a science for action. *Development and Psychopathology*.

**Kim, H. Y.,** Brown, L., Tubbs Dolan, C., Sheridan, M., & Aber, J. L. (2020). Post-migration risks, developmental processes, and learning among Syrian refugee children in Lebanon. *Journal of Applied Developmental Psychology*. *69*, 101142. https://doi.org/10.1016/j.appdev.2020.101142

Jones, S. M., Kim, J., LaRusso, M**, Kim, H. Y.,** Selman, R., Uccelli, P., Barnes, S., Donovan, S, Snow, C. (2019). Experimental effects of Word Generation on vocabulary, academic language, perspective taking, and reading comprehension in high poverty middle schools. *Journal of Research in Educational Effectiveness.12,* 448-483. https://doi.org/10.1080/19345747.2019.1615155

Ford, C., **Kim, H. Y.**, Brown, L., Aber, J. L. & Sheridan, M. (2019). A cognitive assessment tool designed for data collection in the field in low- and middle-income countries. *Research in Comparative and International Education. 14,* 141-157.https://doi.org/10.1177/1745499919829217

Cappella, E., Schwartz, K., Hill, J., **Kim, H. Y.,** & Seidman, E. (2019). A national sample of 8th grade students: The impact of middle grade schools on academic and psychosocial competence. *Journal of Early Adolescence. 39,* 267-200.https://doi.org/10.1177/0272431617735653

**Kim, H. Y.,** Hsin, L. B.,& Snow, C. E. (2018). Reducing the academic inequalities for English language learners: Variation in experimental effects of Word Generation in high poverty middle schools. *International Journal of Bilingual Education and Bilingualism.* https://doi.org/10.1080/13670050.2018.1535574

**Kim, H. Y.,** LaRusso, M., Hsin, L., Selman, R. L., Snow, C. (2018). Social perspective taking: Construct, measurement, and relations with academic performance and engagement. *Journal of Applied Developmental Psychology. 57,* 24-41.https://doi.org/10.1016/j.appdev.2018.05.005

Cappella, E., Jackson, D., **Kim, H. Y.,** Bilal, C., & Holland, S. (2016). Implementation of teacher consultation and coaching in urban schools: A mixed method study. *School Mental Health.8,* 222-237https://doi.org/10.1007/s12310-015-9165-9

**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,* 20-35. https://doi.org/10.1002/ajcp.12022

LaRusso, M., **Kim, H. Y.**, Selman, R. Uccelli, P., Dawson, T., Jones, S. Donovan, S. & Snow, C. (2016). Contributions of academic language, perspective taking, and complex reasoning to deep reading comprehension. *Journal of Research in Educational Effectiveness. 9,* 201-222. https://doi.org/10.1080/19345747.2015.1116035

**Kim, H. Y.** & Suárez-Orozco, C. (2015). The language of learning: Academic engagement of newcomer immigrant youth. *Journal of Research on Adolescence, 25,* 229-245*.* https://doi.org/10.1111/jora.12130

**Kim, H. Y.,** Schwartz, K., Cappella, E., Seidman, E. (2014). Navigating middle grades: Role of social contexts in middle school climate. *American Journal of Community Psychology. 54,* 28-45. https://doi.org/10.1007/s10464-014-9659-x

Cappella, E., **Kim, H. Y.,** Neal, J. W., & Jackson, D. (2013). Classroom peer relationships and academic engagement in elementary school: The role of social network equity. *American Journal of Community Psychology*. *52*, 367-379.https://doi.org/10.1007/s10464-013-9603-5

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 within mental health practice: Classroom and child effects in urban elementary schools. *Journal of Consulting and Clinical Psychology. 80*, 597-610.

Suárez-Orozco, C., Bang, H. J., & **Kim, H. Y.** (2011). I felt like my heart was staying behind: Psychological implications of family separations and reunifications for immigrant youth. *Journal of Adolescent Research. 26*, 222-225. https://doi.org/10.1177/0743558410376830

Suárez-Orozco, C., **Kim, H. Y.,** & Bang, H. J. (2011). “Getting used to each other:” Immigrant youth’s family reunification experience. *Child Studies in Asian-Pacific Contexts. 1*, 1-23. (International)

**BOOK CHAPTERS**

Cappella, E., Aber, J. L., & **Kim, H. Y.** (2016). Teaching and educational outcomes: Beyond achievement tests. In D. H. Gitomer & C. A. Bell, *Handbook of research on teaching.* Washington, DC: American Educational Research Association.

Suárez-Orozco, C., Gaytán, F. X., & **Kim, H. Y.** (2010). Facing the challenges of educating Latino immigrant origin students. In A. Booth (Ed.), *Development of Hispanic children in immigrant families (pp. 189-239).* Washington, DC: Urban Institute Press.

**MANUSCRIPTS UNDER REVIEW AND IN PREPARATION**

Tubbs Dolan, C., **Kim, H. Y.,** Brown, L., Gjicali, K., & Aber, J. L. (under advanced review).Supporting Syrian refugee children in formal education systems: A cluster randomized controlled trial of non-formal remedial and mindfulness programs in Lebanon. *American Educational Research Journal.*

LaRusso, M., Al-Adeimi, S., Harbaugh, A. G., **Kim, H. Y.,** O’Connor, C. (under review). Capturing classroom talk with the Low Inference Discourse Observation tool: A validation study. *Journal of Early Adolescence.*

Brown, L., **Kim, H. Y.,** Tubbs Dolan, C., & Aber, J. L., (under review). Remedial programming and skill-targeted SEL in low-income contexts: experimental evidence from Niger. *Journal of Research in Educational Effectiveness.*

**Kim, H. Y.,** Tubbs Dolan, C., Brown, L., Gjicali, K., Deitz, R., Prieto Bayona, M. & Aber, J. L. (under review). A cluster randomized controlled trial of a skill-targeted social and emotional learning curriculum for Syrian refugee children in Lebanon: Effectiveness and variation by pre- and post-migration conflict experiences.

**Kim., H. Y.** (in preparation). Racial segregation and isolation: Roles of neighborhood and classroomracial composition on eighth graders’ academic competence.

Schwartz, K. Cappella, E. Scott, M., Seidman, E. **Kim, H. Y.** (in preparation). How (and how much) do schools matter? Variation in K – 8th grade achievement trajectories in a national sample*.*

**Kim., H. Y.** (in preparation). Impacts of within-classroom academic heterogeneity and ability-grouping on teacher practice.

**Kim, H.** **Y.** & Tubbs Dolan, C. (in preparation). Conflict exposure and social skills among Syrian refugee children: Rethinking social information processing and interpersonal negotiation strategies development.

**TECHNICAL WORKING PAPERS**

**Kim, H. Y.,** Wu, Z., Gjicali, K., & Tubbs Dolan, C. (2021). *Psychometric evidence on a measure of school-related stress and stress reactivity among Syrian children in Lebanese public schools: Response to Stress Questionnaire (RSQ)* [Technical working paper]. NYU Global TIES for Children. <https://inee.org/resources/response-stress-questionnaire-rsq>

Gjicali, K., Wu, Z**., Kim, H. Y.,** & Tubbs Dolan, C. (2020). *Psychometric evidence on the Child Friendly School Questionnaire for Syrian Children in Lebanon (CFSQ-SL): A measurement tool of student-perceived school climate* [Technical working paper]. NYU Global TIES for Children. <https://inee.org/resources/child-friendly-school-questionnaire-syrian-children-lebanon-cfsq-sl>

Wu, Z., Gjicali, K., **Kim, H. Y.,** & Tubbs Dolan, C. (2020). *Self-Regulation Assessment-Assessor Report (SRA-AR): Psychometric evidence from Syrian refugee children in Lebanon* [Technical working paper]. NYU Global TIES for Children. <https://inee.org/resources/self-regulation-assessment-assessor-report-sra-ar>

**Kim, H. Y.,** & Tubbs Dolan, C. (2019). *Social Emotional Response and Information Scenarios (SERAIS): Evidence on construct validity, measurement invariance, and reliability in use with Syrian refugee children in Lebanon* [Technical Working Paper]. <https://doi.org/10.13140/RG.2.2.23945.60007>

**POLICY REPORTS AND PUBLIC COMMUNICATIONS**

International Rescue Committee, & NYU Global TIES for Children. (2021a). *Improving Outcomes for Crisis-Affected Children: Lessons from Social-Emotional Learning Tutoring Programs in Niger* [Policy Brief]. International Rescue Committee & NYU Global TIES for Children. <https://steinhardt.nyu.edu/sites/default/files/2021-07/3EA_Niger_2021.05.18%20%281%29.pdf>

International Rescue Committee, & NYU Global TIES for Children. (2021b). *Supporting Teachers in Crisis Contexts: Implementation Research in Sierra Leone* [Research Brief]. International Rescue Committee & NYU Global TIES for Children. <https://steinhardt.nyu.edu/sites/default/files/2021-07/3EA_Sierra-Leone_2021.06.24.pdf>

International Rescue Committee, & NYU Global TIES for Children. (2021c). *Improving Outcomes for Syrian Refugee Children: Lessons from Social-Emotional Learning Tutoring Programs in Lebanon* [Policy Brief]. International Rescue Committee & NYU Global TIES for Children. <https://steinhardt.nyu.edu/sites/default/files/2021-07/Lebanon_Brief_2021.06.24.pdf>

International Rescue Committee, & NYU Global TIES for Children. (2021d). *The Impacts of Tutoring Informed by Social-Emotional Learning: An Analysis Across Crisis Contexts* (p. 11) [Policy Brief]. International Rescue Committee & NYU Global TIES for Children. <https://steinhardt.nyu.edu/sites/default/files/2021-07/%5Baccessible%5D%203EA_Global%20Policy%20Brief_2021.07.15.pdf>

**Kim, H. Y.,** Brown, L., Diazgranados Ferrans, S., Weiss-Yagoda, J. (2018) 3EA Policy Brief 2.2: The Impact of IRC’s Healing Classrooms Tutoring on Children’s Learning and Social-Emotional Outcomes in Niger. New York, NY: Global TIES for Children, New York University & International Rescue Committee.

**Kim, H. Y.** (December 2017). Supporting Effective Schools in Low- and Middle-Income Countries. IHDSC blog post. New York, NY: Institute for Human Development and Social Change, New York University. https://steinhardt.nyu.edu/site/ihdscblog/2017/12/15/supporting-effective-schools/

Brown, L., **Kim, H. Y.,** & Weiss-Yagoda, J. (2017) 3EA IMPACT REPORT 2.1: IRC Healing Classrooms Remedial Tutoring Programming Improves Nigerien and Nigerian Children’s Learning. Research Report. New York, NY: Global TIES for Children, New York University & International Rescue Committee. https://steinhardt.nyu.edu/scmsAdmin/media/users/mhm327/3EA-Niger\_Impact\_Brief\_2.1.pdf

**Kim, H. Y.** (2014). Classroom interactions and behavioral engagement: A focus on students with relational difficulties. Article in the AERA Social Emotional Learning Special Interest Group newsletter.

**PROFESSIONAL PRESENTATIONS**

**Kim, H. Y.,** Brown, L., Tubbs Dolan, C., Sklar, J., & Aber, J. L. (September, 2021). *Supporting academic and social emotional learning (SEL) in conflict-affected Niger: Impacts and impact variation of SEL-infused remedial education programs*. Paper accepted to the Society for Research in Educational Effectiveness, Arlington, VA

**Kim, H. Y.** (Chair), McCoy, D., Deitz, R., Wolf, S. (September, 2021). Building evidence base for social emotional learning interventions in violence-affected and humanitarian contexts. Symposium accepted to the Society for Research on Educational Effectiveness, Arlington, VA.

Brown, L., **Kim, H. Y**., Yoshikawa, H., & Aber, J. L. (September, 2021). *Staying mindful of fit: Teacher and coach perceptions of an SEL intervention in West Africa*. Paper accepted to the Society for Research on Educational Effectiveness, Arlington, VA.

**Kim, H. Y.** (Chair), Matsuba, M. K., Wu, Z., Brown, L., Schonert-Reichl, K. (September, 2021). Optimizing social emotional learning (SEL) for children in crisis-affected contexts: Lessons from program implementation in three low-income African countries. Symposium accepted to the Society for Research on Educational Effectiveness, Arlington, VA.

**Kim, H. Y.,** Brown, L., Annan, J., & Aber, J. L. (2021, April 7). *Social emotional learning (SEL) with Syrian refugee children: Impacts of a SEL curriculum in Lebanon*. Paper presented at the Society for Research in Child Development, Virtual Conference.

**Kim, H. Y.,** Brown, L., Tubbs Dolan, C., Gjicali, K., Prieto Bayona, M. del S., & John Lawrence, A. (April 29, 2021). *Comprehensive social emotional learning intervention with Syrian refugee children: Impact variation by pre- and post-migration conflict experiences*. Paper presented at the Comparative & International Education Society, Virtual Conference.

**Kim, H. Y.,** Brown, L., Tubbs Dolan, C., Sklar, J., & Aber, J. L. (September, 2021). *Supporting Academic and Social Emotional Learning (SEL) in Conflict-Affected Niger: Impacts and Impact Variation of SEL-infused Remedial Education Programs*. Paper accepted to the Society for Research in Educational Effectiveness.

**Kim, H. Y**., Tubbs Dolan, C., Aber, J. L. (July, 2020). The Influence of conflict experiences on Syrian refugee children’s conflict-resolution skills: War experiences, school victimization, and family conflict. Paper accepted to the Comparative & International Education Society. Miami, FL (canceled due to COVID-19 restriction, presented at the virtual webinar organized by International Network for Education in Emergencies). <https://inee.org/resources/strengthening-evidence-base-education-emergencies-emerging-outputs-e-cubed-research-fund>

**Kim, H. Y.,** Brown, L., Tubbs Dolan, C., Annan, J., Aber, J. L. (June, 2020). Social emotional Learning (SEL) with Syrian Refugee Children: Impacts of the Healing Classroom Comprehensive SEL Program. 26th Biennial Meeting of the International Society for the Study of Behavioural Development, Rhodes, Greece. (Canceled due to COVID-19 restriction).

Tubbs Dolan, C., **Kim, H.Y.,** Aber, J. L. (March, 2020). The influence of conflict experiences on Syrian refugee children’s conflict-resolution skills: War experiences, school victimization, and family conflict. Paper presented at the Virtual Comparative & International Education Society. Miami, FL (Canceled due to COVID-19 restriction).

**Kim, H.Y. (**Chair). (March, 2020).Social-emotional learning interventions with children exposed to conflict and violence: Impacts, variations, and perceptions. Paper symposium accepted to the Society for Research on Educational Effectiveness, Arlington, VA.(Canceled due to COVID-19 restriction).

**Kim, H. Y.,** Brown, L, Montes De Oca Salinas, M., Prieto Bayona, S., Annan, J., & Aber, J. L. (March 2020). Comprehensive Social Emotional Learning Intervention with Syrian Refugee Children: Impact Variation by Pre- and Post-Migration Conflict Experiences. Paper accepted to the Society for Research on Educational Effectiveness, Arlington, VA.(Canceled due to COVID-19 restriction).

**Kim, H. Y.,** Brown, L, Montes De Oca Salinas, M., Annan, J., Murugaiah, K., & Aber, J. L.(April, 2019). Vulnerable or susceptible? Universal social-emotional program impacts on girls and refugees in Boko Haram-affected Niger. Paper presented at the Comparative & International Education Society. San Francisco, CA.

Brown, L., **Kim, H. Y.,** Tubbs Dolan, C., Jones, S., Prieto Bayona, S., Annan, J., & Aber, J. L. (April, 2019). Brain Games as a low-cost targeted, complementary intervention: Impacts on children’s social-emotional outcomes among Syrian refugees in Lebanon. Paper presented at the Comparative & International Education Society. San Francisco, CA.

Brown, L., Kim, H.Y., Annan, J., Aber, J.L. (March, 2019) Evidence for Educational Intervention Effectiveness: Impacts of a cRCT of SEL-infused tutoring programming in Niger. Paper presented at the annual meeting of the American Educational Research Association, Toronto, Canada.

Keim, A. & **Kim, H. Y.** (March, 2019). Student- and classroom-level predictors of refugee student attendance trajectories in Lebanon: Implications for interventions. Paper presented at the Society for Research on Child Development, Baltimore, MD.

**Kim, H. Y.** (Chair). (March, 2019). Variation in implementation of social-emotional programs for refugee children in low-, middle-, and high-income countries. Paper symposium presented at the Society for Research on Child Development, Baltimore, MD.

**Kim, H. Y.,** Brown, L, Montes De Oca, M., Annan, J., & Aber, J. L. (March, 2019). Promoting children's social emotional learning in conflict-affected settings: Evidence for Action in Niger. Paper presented at the Society for Research on Child Development, Baltimore, MD.

**Kim, H. Y.** (Chair). (March, 2019). Variation in implementation of social-emotional programs for refugee children in low-, middle-, and high-income countries. Paper symposium presented at the Society for Research on Child Development, Baltimore, MD.

**Kim. H. Y. & Jones, S.** (March 2019)**.** Impacts of within-classroom academic heterogeneity and ability-grouping on teacher practice. Paper presented at the Society for Research on Educational Effectiveness, Washington, DC.

**Kim, H. Y.** (Chair). (March, 2019). Social-emotional intervention programs for refugee and crisis-affected children in low-, middle-, and high-income countries. Paper symposium presented at the Society for Research on Educational Effectiveness, Washington, DC.

**Keim, A. & Kim, H. Y.** (March, 2019). Dosage variability in school-based programs: The roles of individual- and classroom-level attendance in refugee student intervention outcomes. Paper presented at the Society for Research on Educational Effectiveness, Washington, DC.

**Kim, H. Y.,** Brown, L., Montes de Oca, M., Annan, J., Aber, J. L. (March, 2019). Promoting children's social emotional learning in conflict-affected settings: Evidence for action in Niger. Paper presented at the Society for Research on Educational Effectiveness, Washington, DC.

**Kim, H. Y.** (April, 2018). Estimating causal impacts of racially segregated classrooms on eighth grade math, science, and reading performance. Paper presented at the American Educational Research Association, New York City, NY.

**Kim, H. Y.,** Brown, L., Dolan, C. T., Annan, J., Aber, J. L. (March 2018). Promoting children’s learning outcomes in conflict-affected countries: Evidence for action in Lebanon and Niger. Paper presented at the Comparative and International Education Society. Mexico City, Mexico.

**Kim, H. Y.,** Bailey, R., Borsani, S., Brown, L., Dolan, C. T., Jones, S., Aber, J. L. (Authors in alphabetical order, with exceptions of the first and the last authors). (March, 2018). Brain Games as a low-cost targeted, complementary intervention: Impacts on children’s social-emotional outcomes among Syrian refugees in Lebanon. Paper presented at the Society for Research on Educational Effectiveness, Washington, DC.

Brown, L., Annan, J., **Kim, H. Y.,** Dolan, C. T., Aber, J. L. (March, 2018). Evidence for educational intervention effectiveness and quality in Democratic Republic of Congo, Lebanon, and Niger. Paper presented at the Society for Research on Educational Effectiveness, Washington, DC.

**Kim, H.** Y. (May, 2017). Risks and opportunities of growing up as refugees: The role of social-emotional competence in foundational academic skills among Syrian refugee children. Paper presented at the Society for Prevention Research, Washington, DC.

**Kim, H. Y.** (Chair). (April, 2017). Beyond average: Rethinking classroom composition and peer effects. Paper symposium presented at the Society for Research in Child Development, Austin, TX.

**Kim, H. Y.** & Schwartz, K. (April, 2017). Integrated homes, segregated classrooms: The role of disparate classroom and neighborhood racial composition in early adolescence. Paper presented at the Society for Research in Child Development, Austin, TX.

**Kim, H. Y.,** LaRusso, M., Jones, S. M., Donovan, S., & Snow, C. (March, 2017). Reducing the academic inequalities for English language learners: Variation in experimental effects of Word Generation in high poverty middle schools. Paper presented at the Society for Research on Educational Effectiveness, Washington, DC.

LaRusso, M., **Kim, H. Y**., Jones, S. M., Kim, J., Donovan, S., & Snow, C. (March, 2017). Engaging early adolescents in urban schools: Variation in implementation and outcomes in an experimental trial of Word Generation. Paper presented at the Society for Research on Educational Effectiveness, Washington, DC.

**Kim, H. Y.,** LaRusso, M. Jones, S. Barnes, S. Brown, J. Aber, J. L. (March, 2016). Supporting academic engagement during adolescence: Cumulative influence of individual and classroom support from middle childhood. Paper presented at the Society for Research on Adolescence, Baltimore, MD

**Kim, H. Y.,** LaRusso, M., Jones, S., Uccelli, P., Snow, C. (March, 2016). Role of classroom instructional support in deep reading comprehension and academic language skills during middle grades. Paper presented at the Society for Research on Adolescence, Baltimore, MD

**Kim, H. Y.** (Chair). (March, 2016). *Disaggregating classroom interactions in the middle grades: Linking specific classroom interactions to student outcomes.* Discussion Paper Symposium presented at the Society for Research on Adolescence, Baltimore, MD

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

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

Jones, S., Kim, J., LaRusso, M. **Kim, H. Y.,** Snow, C. (2015 March). *Experimental effects of Word Generation on reading performance in high poverty middle schools.* Paper presented to the Society for Research in Educational Effectiveness, Washington, DC.

Uccelli, P., Galloway, E. P., **Kim, H. Y.,** Barr, C. D. (2015, March) *Core Academic Language Skills: Moving beyond vocabulary knowledge to predict reading comprehension.* Paper presented to the Society for Research in Educational Effectiveness, Washington, DC.

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

**Kim, H. Y.,** Schwartz, K.**,** Cappella, E., & Seidman, E. (2014, September). *Navigating Middle Grades: Role of School Context in Students’ Social Adaptation and Experiences.* Paper presented at the Society for Research in Educational Effectiveness, Washington, DC.

**Kim, H. Y.**,Cappella, E., Seidman, E., & Schwartz, K. (2014, May). *Do school transitions matter in the middle years? Eighth grade academic competence in a national sample*. Paper presented at the Society for Prevention Research, Washington, DC.

**Kim, H. Y.** & Suárez-Orozco, C. (2013, April). *A role of academic engagement in influence of English language proficiency to immigrant youth’s academic performance*. Poster presented at the American Educational Research Association, San Francisco, CA.

**Kim, H. Y.** & Cappella, E. (2013, April). *Supportive relationships in urban schools: Individual and classroom predictors of children’s behavioral engagement*. Paper presented at the Society for Research in Child Development, Seattle, WA.

**Kim, H. Y.,** Schwartz, K.**,** Cappella, E., & Seidman, E. (2013, April). *Normative school transition and school climate: Predicting child outcomes in elementary and middle-grade school context.* Paper presented to the Society for Research in Child Development, Seattle, WA.

Cappella, E., Jackson, D., **Kim, H. Y.,** Bilal, C., & Holland, S. (2012, June). *Implementation of BRIDGE teacher consultation and coaching in urban schools: A mixed method study*. Paper presented at the Society for Prevention Research, Washington, DC.

**Kim, H. Y.** & Yi, S. H. (2011, July). *Rabbits are jumping, balls are bouncing: Korean preschoolers’ use of ontological categories of actors in mapping novel verbs to motion events.* Poster presented at the 12th International Congress for the Study of Child Language. Montreal, Canada.

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

**Kim, H. Y.,** Bang, H. J., & Suárez-Orozco, C., (2011, April)*. Effects of newcomer immigrant students' limited English proficiency on their academic engagement*. Poster presented at the Society for Research in Child Development, Montreal, Canada.

Charles, D**., Kim, H. Y.,** & Raver, C. C. (2011, March). *The role of family and classroom climate in Head Start children's self-regulatory development.* Poster presented at the Society for Research in Child Development, Montreal, Canada.

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

**Kim, H. Y.** & Melzi, G. (2009, April). *Verbal and non-verbal communication between caregivers and children at the onset of first words.* Poster presented at the Society for Research in Child Development, Denver, CO.

**INVITED PRESENTATIONS**

**Kim, H. Y.** & Brown, L. (Invited Speaker). Promoting Social-Emotional Learning through Education in Emergencies: Evidence for Action (3EA). Invited presentation for the Diversity Group at the University of Potsdam, Germany, July 22, 2021: Potsdam, Germany.

**Kim, H. Y.,** Brown, L., & Aber, J. L. (Invited Speakers). *Improving Education for Refugee Children: Insights from Rigorous Research*. NYU Abu Dhabi Institute Virtual Public Program. 2020, December 8: Abu Dhabi, UAE. <https://youtu.be/Nc42pUmLjE0>

**Kim, H. Y.** (Invited Speaker). Promoting Social-Emotional Learning through Education in Emergencies: Evidence for Action (3EA). Invited presentation at the 2019 University of Pennsylvania, Graduate School of Education ISHD Colloquium, November 20, 2019: Philadelphia, PA.

**Kim, H. Y.** (Invited Speaker). Promoting Social-Emotional Learning through Education in Emergencies: Evidence for Action (3EA). Invited presentation at the 2019 New York University, Steinhardt, Psychology and Social Intervention Colloquium, November 6, 2019: New York, NY.

**Kim, H. Y.** & Brown, L. (Invited Speakers). Promoting Social-Emotional Learning through Education in Emergencies: Evidence for Action (3EA). Invited presentation at the 2019 World Bank Human Development Week, June 26, 2019: Washington, DC.

**Kim, H. Y.** & Weiss-Yagoda, J. (Invited Speakers). Psychological support and social and emotional learning in crisis-affected contexts. Case study presented at the Inter-Agency Network for Education in Emergencies (INEE). October 18, 2017: Florence, Italy

**Kim, H. Y.** & Suárez-Orozco, C. (Invited Speaker). *The language of learning: Academic engagement of newcomer immigrant youth.* NYU IES-PIRT Proseminar Series. February 2014: New York, NY.

Cappella, E. & **Kim, H. Y.** (Invited Speakers). *Supporting effective schools: Implication of U.S. research for low- and middle-income countries.* Invited conference paper presentation at Transforming Settings for Children and Youth: Towards a Global Science and Practice. NYU, January 8, 2014: Abu Dhabi, AE.

Cappella, E., Alicea, S., **Kim, H. Y.**, & McCormick, M.(Invited Speakers: Alphabetical beyond 1st author). *Social network perspectives in psychology and social intervention.* NYU Steinhardt Psychology and Social Intervention Colloquium Series. April 2013: New York, NY.

**Kim, H. Y.** (Invited Speaker). *The classroom assessment scoring system: Research, assessment, and intervention framework for positive classroom interactions*. Invited talk for Contemporary Research Issues in Early Childhood Education. Department of Teaching and Learning, New York University. February 2013, October 4, 2012: New York, NY.

**Kim, H. Y.** & Suárez-Orozco, C. (Colloquium Speaker). *Influence of English language proficiency on newcomer immigrant students' academic engagement and performance: A growth model analysis.* Contemporary Developmental Colloquium Series, Department of Applied Psychology, New York University, November 2010: New York, NY.

Suárez-Orozco, C., Bang, H. J. & **Kim, H. Y.** (Invited Address). *The experience of separations and reunifications for adolescent immigrant youth.* UCLA Migration Studies Group, Center for Culture, Brain & Development, February 2010: Los Angeles, CA.

Suárez-Orozco, C., Gaytán, F. X., & **Kim, H. Y.** (Invited Address). *Facing the challenges of educating Latinos immigrant origin youth*. The Symposium on the Development of Hispanic Children in Immigrant Families: Challenges & Prospects. The Population Research Institute, Pennsylvania State University, October 2008: University Park, PA.

**RESEARCH EXPERIENCE**

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| 2016 | **Research Consultant,** New York University, *Education in Emergencies: Evidence for Actio*n PI: J. Lawrence Aber, Ph.D. Dubai Cares. |
| 2012-14 | **Research Assistant**, New York University, to E. Cappella, Ph.D.& E. Seidman, Ph.D. *Impact of School Transitions on Youth Development: Developmental Trajectories and School Processes in a National Sample*, Spencer Foundation. |
| 2012 | **Research Assistant**, New York University, to C. Suárez-Orozco, Ph.D. *Research on Immigrants in College*, Ford Foundation & W. T. Grant Foundation. |
| 2011 | **Research Assistant**, Institute of Human Development and Social Change (IHDSC), New York University, to C. C. Raver, Ph.D. *Testing CSRP’s Impact on Low-Income Children’s Outcomes in 3rd-5thGrade: A 5-year Follow-Up* & *Family Life Project II: Temperament, Psychobiological, and Cognitive Predictors of Competence Among Children in Poor Rural Communities*, National Institute of Child Health and Human Development (NICHD). |
| 2010-12 | **Research Assistant,** New York University, to E. Cappella, Ph.D. *Bridging Mental Health and Education in Urban Schools,* Society for the Study of School Psychology. |
| 2007-09 | **Graduate Assistant**, New York University, to C. Suárez-Orozco, Ph.D. |
| 2004-06 | **Research Assistant**, Seoul National University, *Adaptation of Foreign Wives in Rural Area Project,* Ministry of Agriculture; and *Psychological Adaptation of Children with Divorced Parents,* Ministry of Korean Education and Human Resources Development, Republic of Korea |
| 2004-05 | **Project Coordinator**, Seoul National University, *Psychological Adaptation of the North Korean Refugee Families Project,* Ministry of Unification; and *Counseling Technique for Runaway Teenagers Project,* the National Youth Commission, Republic of Korea. |
| 2004 | **Research Intern,** the Korean League of Women Voters, National Assembly of the Republic of Korea, to Congresswomen Won-Ho Yoon. |

**TEACHING EXPERIENCE**

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| 2016 | **Teaching Fellow,** S090A1 Latent Variable Analysis (Part I): Structural Equation Modeling (Ph.D. level, enrollment: 22), Harvard Graduate School of Education, with D. McCoy, Ph.D. |
| 2013 | **Instructor,** TCHL-GE2515.003 Adolescent Learners in Urban Contexts (M.A. level, enrollment: 13), Department of Teaching and Learning, New York University. |
| 2010 | **Teaching Assistant,** E63.0010 Survey of Developmental Psychology: Introduction (B.A. level, Enrollment: 105), Department of Applied Psychology, New York University, to A. Schick, Ph.D. |
| 2009-10 | **Teaching Assistant,** E63.1137 Research Methods in Applied Psychology II (B.A. level), Department of Applied Psychology, New York University, to E. Cappella, Ph.D. (Enrollment: 59) & S. Sirin, Ph.D. (Enrollment: 45) |
| 2005-06 | **Fulbright Foreign Language Teaching Assistant (FLTA)**,KORE199 Introduction to Korean Language and Culture (B.A. level, Enrollment: 30). Claremont McKenna College, CA. |
| 2004-05 | **Teaching Assistant,** Cognitive Development (MA level), to Soon Hyung Yi, Ph.D., Seoul National University, Republic of Korea. |
| 2003-06 | **Intern & Part-time Assistant Teacher,** Seoul National University Childcare Center, Seoul National University, Republic of Korea |

**PROFESSIONAL SERVICE**

Ad hoc Grant Proposal Reviewer (2020)

Israel Science Foundation (ISF)

Journal Manuscript Reviewer (2010~)

Child Development (CD), American Education Research Journal (AERJ), Educational Researcher (ER), European Journal of Health Psychology (EJHP), Journal of Educational Psychology (JEP), Journal of Adolescent Research (JAR), Journal of Emotional and Behavioral Disorders (JEBD), Journal of Early Adolescence (JEA), Journal of Educational Psychology (JEP), Learning and Individual Differences (LEAIND), Social Development (SD).

Organization Member (2008~)

American Educational Research Association (AERA), Comparative and International Education Society

(CIES), Society for Prevention Research (SPR), Society for Research on Educational Effectiveness (SREE), Society for Research on Adolescence (SRA), Society for Research in Child Development (SRCD).