**Larissa Michelle Gaias**

3525 Meridian Ave N. Apt. A • Seattle, WA 98103

(631) 375-1849 • lgaias@uw.edu

# EDUCATION

May 2018

Ph.D., Family and Human Development, Arizona State University, Tempe, AZ

Dissertation: *Exploring the Role of School Practices in Supporting Marginalized Students*

Dissertation Committee Co-Chairs: Dr. Sarah Lindstrom Johnson, Dr. Larry Dumka

Dissertation Committee Members: Dr. Rebecca White, Dr. Jonathan Pettigrew

May 2015

M.S., Family and Human Development, Arizona State University, Tempe, AZ

Thesis: *Integrating Anti-Bias Education into the Measurement of Early Childhood Education Quality*

Thesis Committee Chair: Dr. Larry Dumka

Thesis Committee Members: Dr. Eva Marie Shivers, Dr. Sandi Simpkins

May 2011

B.A., Psychology and Environmental Studies, Bowdoin College, Brunswick, ME

**PROFESSIONAL EXPERIENCE**

2018 – present

Postdoctoral Fellow, School Mental Health Assessment Research & Training (SMART) Center, University of Washington, Seattle, WA

Institute for Education Sciences, Postdoctoral Research Training Program in the Education Sciences

**FELLOWSHIPS AND GRANTS**

2018 [Selected] National Institute of Minority Health Disparities Loan Repayment Grant

2015 National Science Foundation Graduate Research Opportunities Worldwide with United States Agency for International Development Fellowship– Cartagena, Colombia, $16,500

2013 National Science Foundation Graduate Research Fellowship, $34,000 + $750 in research funds for each of 3 years, over 5 years

2011 Grua/O’Connell Research Grant, Bowdoin College, $3,000

**HONORS AND AWARDS**

2018 Outstanding Graduate, College of Liberal Arts and Sciences, Arizona State University Graduate College

2018 Graduate Excellence Award, College of Liberal Arts and Sciences, Arizona State University, $100

2018 Early Career Travel Award, Society for Prevention Research, $550

2017 Arizona State University College of Liberal Arts and Sciences Invited Student Representative, Society for International Development

2017 Group Travel Award, Arizona State University, $950

2017 Invitee to 2017 Annual Meeting for commitment to Diversity and Inclusion Sciences Graduate Research Conference, Clinton Global Initiative University

2017 First Place, Institute for Social Science Research Graduate Poster Competition, Arizona State University, $1,200

2017 Graduate Excellence Award, College of Liberal Arts and Sciences, Arizona State University, $200

2017 Graduate Professional Student Association Travel Award, Arizona State University, $950

2017 Student Travel Award, Society for Research in Child Development, $300

2016 Diversity and Inclusion Sciences Initiative Seed Grant, Arizona State University, $2,500

2016 Graduate Research Support Program, Arizona State University, $750

2016 Graduate Excellence Award, College of Liberal Arts and Sciences, Arizona State University, $100

2015 Graduate Teaching Excellence Award, Arizona State University, $500

2015 Travel Award, Graduate Professional Student Association, Arizona State University, $245

2015 Travel Award, Arizona State University, Graduate Professional Student Association, $950

2015 Regional Finalist, ASU Winner, Hult Prize Social Entrepeurship Challenge

2014 “DivE In” Seed Grant Finalist, American Education Research Association

2014 Graduate Professional Student Association Travel Award, Arizona State University, $650

2012 Director’s Fund Award, School of Social and Family Dynamics, Arizona State University, $15,000

2011 Fredric Peter Amstutz Memorial Prize, Bowdoin College Psychology Departmental Award

2010 Sarah and James Bowdoin Scholar

**PUBLICATIONS**

***Peer-Reviewed Publications***

Duong, M. T., Nguyen, L., **Gaias, L. M.,** Benjamin, K. S., Lee, K., Buntain-Ricklefs, J., & Cook, C. R. (revise & resubmit). Using stakeholder input to guide cultural and contextual adaptations for a universal school-based intervention.

McLean, L., Abry, T., Taylor, M. & **Gaias, L. M.** (revise & resubmit). The influence of adverse classroom and school experiences on first year teachers’ mental health and career optimism.

**Gaias, L. M.,** Lindstrom Johnson, S., Bottiani, J., Debnam, K., & Bradshaw, C. (accepted for publication). Examining teachers' classroom management profiles: Incorporating a focus on culturally responsive practice. *Journal of School Psychology.*

**Gaias, L. M.,** Lindstrom Johnson, S., White, R. M. B., Pettigrew, J., & Dumka, L. (2019). Positive school climate as a moderator of violence exposure for Colombian adolescents. *American Journal of Community Psychology, 63,* 17-31. doi: 10.1002/ajcp.12300

Lyon, A. R., Cook, C. R., Duong, M. T., Nicodimos, S., Pullmann, M. D., Brewer, S. K., **Gaias, L. M.,** & Cox, S. (2019). Impact of a blended, theoretically-informed pre-implementation strategy on clinicians implementing an evidence-based trauma intervention in the education sector. *Implementation Science, 14*, 54-69. doi: https://doi.org/10.1186/s13012-019-0905-3

Lindstrom Johnson, S., Waasdorp, T., **Gaias, L. M.,** & Bradshaw, C. (2019). Parental responses to bullying: Understanding the role of school policies and practices. *Journal of Educational Psychology, 111*(3), 475-487. doi: http://dx.doi.org/10.1037/edu0000295

Pratt, M. E., Swanson, J., van Huisstede, L., & **Gaias, L. M.** (2019). Elevated family stressors and kindergarten adjustment: The exacerbating role of teacher-child conflict. *Merrill-Palmer Quarterly, 65*(1), 28-53. doi: 10.13110/merrpalmquar1982.65.1.0028

**Gaias, L. M.,** Gal, D., Abry, T., Taylor, M., & Granger, K. L. (2018). Diversity exposure in preschool: Longitudinal implications for cross-race friendships and racial bias. *Applied Developmental Psychology, 59,* 5-15. doi: 10.1016/j.appdev.2018.02.005

**Gaias, L. M.,** Jimenez, M., Abry, T., Granger, K. L., & Taylor, M. (2018). Kindergarten teachers’ instructional priority misalignment and job satisfaction: A mixed methods analysis. *Teachers College Record, 120*(12), 1-38. <http://www.tcrecord.org/Content.asp?ContentId=22501>

**Gaias, L. M.,** Lindstrom Johnson, S., White, R.M.B, Pettigrew, J., & Dumka, L. (2017). Understanding School-Neighborhood Mesosystemic Effects on Adolescent Development. *Adolescent Research Review, 3*(3), 301-391. doi: 10.1007/s40894-017-0077-9

Duggan, M. A., Carlson, D. L., Jordan, M. E., **Gaias, L. M.,** Abry, T., & Granger, K. (2017). “Dear diary”: A qualitative examination of the phases of first-year teaching. *Teacher Education & Practice, 30,* 16-37.

**Gaias, L. M.,** Abry, T., Swanson, J. & Fabes, R. A., & Bradley, R. H. (2016). Considering child effortful control in the context of teacher effortful control: Implications for kindergarten success. *Learning and Individual Differences, 45,* 199-207. doi: 10.1016/j.lindif.2015.11.016

**Gaias, L.M.,** Raikkonen, K., Komsi, N., Gartstein, M.A., Fisher, P.A., & Putnam, S. P. (2012). Temperamental differences in infants, children, and adults in the United States and Finland. *Scandinavian Journal of Psychology*, *53*, 119-128. doi: 10.1111/j.1467-9450.2012.00937.x

***Book Chapters***

Pratt, M. Taylor, M. van Huisstede, L. & **Gaias, L. M.** (2016). A novel take on family involvement: Public libraries as an early education for the whole family. In J.A. Sutterby, *Advances in Early Education and Day Care, Vol 20 Family Involvement in Early Education and Child Care,* (pp. 67-89), Bradford, UK: Emerald Group Publishing, Ltd.

Farago, F., Sanders, K., & **Gaias, L. M.** (2015). Addressing race and racism in early childhood: Challenges and opportunities. In J. A. Sutterby, *Advances in Early Education and Day Care, Vol 19: Discussions on Sensitive Issues* (pp. 29-66), Bradford, UK: Emerald Group Publishing, Ltd.

***Manuscripts Under Review***

**Gaias,** **L. M.,** Duong, M. T., Pullmann, M. D., Brewer, S., Smilansky, M., Halbert, M., Carey, C. M., & Jones, J. (under review). Race and ethnicity in education research: A systematic review and recommendations for sampling, reporting, and analysis.

**Gaias, L. M.,** Lindstrom Johnson, S., & Molano, A. (under review). Interactions between armed conflict and community violence exposure for Colombian adolescents.

Taylor, M., Pratt, M., **Gaias, L. M.,** van Huisstede, L., & Gal, D. (under review). Promoting family involvement in children’s school readiness: A preliminary evaluation of the Books Can…©public library program.

# *Reports and Popular Press Articles*

Garcia, D. R., Aportela, A., Vagi, R., & **Gaias, L.** (2016). *State of Latino Arizona: Sparking a community conversation about school funding.* Phoenix, AZ: Arizona Community Foundation. Retrieved from: <https://governmentaffairs.asu.edu/wp-content/uploads/2018/06/State-of-Latino-AZ-Report-2016.pdf>

**Gaias, L. M**. & Duggan, M. A. (October, 2015). The magic of public libraries: Supporting child and family development. *Raising Arizona Kids.*

**Gaias, L. M**. & Duggan, M. A. (September, 2015). The second-language connection. *Raising Arizona Kids.*

**Gaias, L. M.** (April, 2014). Anti-Bias Education in Arizona: A Collaborative Project between Indigo Cultural Center and the Community Action Research Experiences (CARE) Program.

**Gaias, L. M**. & Duggan, M. A. (September, 2014). What if I don’t like my child’s teacher. *Raising Arizona Kids.*

**Gaias, L. M**. & Duggan, M. A. (November, 2013). Food deserts in a season of plenty. *Raising Arizona Kids.*

**Gaias, L. M**. & Duggan, M. A. (May, 2013). Growing a child’s relationship with nature. *Raising Arizona Kids.*

Duggan, M. A. & **Gaias, L. M**. (April, 2013). The fourth “R” of early school success: self-Regulation. *Raising Arizona Kids.*

***Manuscripts in Preparation***

+*Indicates student author*

**Gaias, L. M.,** Gal-Szabo, D., & Shivers, E. (in preparation). Integrating anti-bias education into the measurement of early childhood education quality.

Melendez, A. M+., **Gaias, L. M.,** Fraser, A+., Lindstrom Johnson, S. (in preparation). The interplay between community belonging, violence exposure, and social competence for Colombian adolescents

Fraser, A+., **Gaias, L. M.,** Melendez, A. M+., Lindstrom Johnson, S. (in preparation). Hope as a resiliency factor for violence-affected youth in Colombia.

Brewer, S., **Gaias, L. M.,** Lee, K+., Nguyen, L+., Cook, C., & Duong, M. (in preparation). Differing perspectives among teachers, students, and administrators regarding strategies to enhance student teacher relationships with ninth grade students.

Brewer, S., Larson, M+., **Gaias, L. M.,** Cook, C., & Lyon, A., (in preparation). A mixed-method study examining solutions to overcome common barriers to teachers’ adoption of evidence-based classroom practices.

Taylor, M., Pratt, M., **Gaias, L. M.,** Gal -Szabo, D., & van Huisstede, L. (in preparation). An initial evaluation of the Fun with Math and Science public library program.

**RESEARCH PRESENTATIONS**

# *Peer-Reviewed Presentations*

**Gaias, L. M.,** Brewer, S., Nguyen, L+., Lee, K+., Cook, C., & Duong, M. (2019, November). *RELATE: Building positive student-teacher relationships to reduce racial disparities during the high school transition*. Paper presentation at the 2019 Annual Conference on Advancing School Mental Health, Austin, TX.

**Gaias, L. M.,** Brewer, S., Lee, K+., Nguyen, L+., Cook, C., & Duong, M. (2019, May). *Utilizing the Establish-Maintain-Restore approach to improve student-teacher relationships for students of color.* In L. M. Gaias (chair), Measuring and Reducing Teachers' Implicit Bias to Enhance Equity in Academic and Behavioral Outcomes for Students of Color. Paper symposium at the 2019 Society for Prevention Research Annual Meeting, San Francisco, CA.

**Gaias, L. M.,** Lindstrom Johnson, S., & Molano, A. (2019, March). *Interactions between armed conflict and community violence exposure for Colombian adolescents*. Poster presentation at the 2019 Society for Research in Child Development Biennial Meeting, Baltimore, MD.

England, D. E., **Gaias, L. M.,** & Smith, O. (2019, March). *Building a global network: Conducting international research as a graduate student or early career scholar.* Professional development workshop presentation at the 2019 Society for Research in Child Development Biennial Meeting, Baltimore, MD.

Pratt, M. E., Taylor, M., & **Gaias, L. M.** (2019, March). *Promoting involvement in early learning among linguistically diverse families through storytime at the public library.* Poster presentation at the 2019 Society for Research in Child Development Biennial Meeting, Baltimore, MD.

**Gaias, L. M.,** & Brewer, S**.** (2019, February). *Establish-Maintain-Restore: A relationship-based Tier 1 strategy for teachers.* Workshop presented at the 2019 Northwest Positive Behavioral Interventions & Supports Conference. Portland, OR.

Pullmann, M. & **Gaias, L. M.** (2019, February). *Reducing racial disproportionality in discipline using the MeNDR Assessment Process.* Workshop presented at the 2019 Northwest Positive Behavioral Interventions & Supports Conference. Portland, OR.

**Gaias, L. M.,** Lindstrom Johnson, S., Debnam, K. J., Bottiani, J. H., & Bradshaw, C. (2018, May). *A person-centered approach to understanding teacher’s culturally responsive practices.* Paper presented at the 2018 Society for Prevention Research Annual Meeting.

**Gaias, L. M.**, Pratt, M., Gal, D., Taylor, M., & van Huisstede, L. (2018, May). *Improving Parenting to Promote School Readiness: An Evaluation of the Fun with Math and Science Public Library Program.*Poster presented at the 2018 Society for Prevention Research Annual Meeting, Washington, DC.

**Gaias, L. M.,** & Lindstrom Johnson, S. (2018, April). *Positive school climate as a moderator of the negative effects of exposure to violence for Colombian adolescents*. In **L. M. Gaias** (chair), School climate in low-income and conflict-affected countries: Contributions from international research to adolescent development. Paper presentation at the 2018 Society for Research on Adolescence Biennial Meeting.

Taylor, M. E., Pratt, M., **Gaias, L. M.,** & Gal, D. (2017, August). *The journey to evidence-based: Practical rips and tools*. Presentation at the 2017 First Things First Early Childhood Summit, Phoenix, AZ.

**Gaias, L. M.,** Shivers, E. M., & Dumka, L. E. (2017, April). *Integrating Anti-Bias Education into the measurement of early childhood education quality.* Paper presented at the 2017 American Education Research Association Annual Meeting, San Antonio, TX.

**Gaias, L. M.,** Jimenez, M., Abry, T., Granger, K. L., & Taylor, M. (2017, April). *Kindergarten teachers’ instructional priority misalignment and job satisfaction: A mixed methods analysis.* Roundtable presented at the 2017 American Education Research Association Annual Meeting, San Antonion, TX.

**Gaias, L. M.,** Gal, D., Granger, K., Abry, T., & Taylor, M. (2017, April). *Cross-ethnic friendships as a mediator between ethnic richness in preschool classrooms and in-group bias in third grade.* Poster presented at the 2017 Society for Research in Child Development Biennial Meeting, Austin, TX.

Henry, M. A., Booker, J., **Gaias, L. M.,** & England, D. (2017, April). Notable quotables: Creating teaching resources from the SRCD Oral History Project, Workshop and poster presented at the 2017 Society for Research in Child Development Biennial Meeting, Austin, TX.

**Gaias, L. M**., Swanson, J., Abry, T., Bradly, R. H., & Fabes, R. A. (2014, April).*Student-teacher temperament differentials: Implications for academic performance and school liking in kindergarten*. Roundtable presented at the 2014 annual meeting of the American Educational Research Association, Philadelphia, PA.

Duggan, M.A., **Gaias, L. M.,** & Indorf, A.L.F. (2014, April). *Teachers’ ideal and actual instructional priorities in the ever-changing world of kindergarten*. Paper presented at the 2014 annual meeting of the American Educational Research Association, Philadelphia, PA.

Duggan, M. A., Carlson, D. L., Indorf, A. L. F., **Gaias, L. M.,** Abry, T., & Jordan, M. E. (2014, April). *“Dear diary”: A qualitative examination of the phases of first-year teaching.* Paper presented at the 2014 annual meeting of the American Educational Research Association, Philadelphia, PA.

Indorf, A. F., Abry, T., **Gaias, L. M.**, & Fabes, R. A. (2014, April). *Teacher efficacy with individual students: Mediation the link between behavioral engagement and student-teacher relationships.* Paper presented at the 2014 annual meeting of the American Educational Association, Philadelphia, PA.

**Gaias, L. M.,** Putnam, S. P., & Swanson, J. (2013, April). *Effortful control and surgency as moderators of parenting bedtime behaviors and sleeping problems*. In D. J. Bridgett (Chair, poster symposium), *Effortful control, parent-child relationship, and children’s outcomes*. Poster presented at the 70th biennial meeting of the Society for Research in Child Development, Seattle, Washington.

**Gaias, L. M.**, Swanson, J., Bryce, C. I., Abry, T., Bradley, R. H., Duggan, M. A., Fabes, R. A., Indorf, A. L. F., & Raymer, C. N. (2013, January). *Moderated relations among daily hassles, temperament, and empathy in pre-service teachers.*Poster presented at the Occasional Temperament Conference, Salt Lake City, UT.

**Gaias, L.M**. & Putnam, S.P. (2012, June). *High- and low- intensity pleasure, parental play style and parental reactions to temperament as interacting predictors of resistance to temptation in toddlers*. International Conference of Infant Studies, Minneapolis, MN.

**Gaias, L.M.,** Raikkonen, K., Komsi, N., Gartstein, M.A., Fisher, P.A., & Putnam, S. P. (2011, May). *Temperamental differences in infants, children, and adults in the United States and Finland.* 2011 Mainely Data Conference, Lewiston, ME.

# *Invited Presentations*

**Gaias, L. M.** “Rol de la educación para mejorar el desarollo de niños, jóvenes, y adolescentes en contextos vulnerables (The role of education to improve the development of children, youth, and adolescents in vulnerable contexts)” Presentation for the University of Cartagena. Cartagena, Bolivar, Colombia, 2017.

# TEACHING AND MENTORING EXPERIENCE

Spring 2018, Arizona State University T. Denny School of Social and Family Dynamics

Honors Contract Supervisor, Barrett Honors College

Mentored honors student to conduct a systematic review of state and national policies and practices regarding school resource officers; Provided feedback on writing for papers and fellowship applications

Summer 2017, Arizona State University T. Denny School of Social and Family Dynamics

Instructor, Research Methods (iCourse)

Developed materials to teach research methods course online over a 6-week period; facilitated learning in an online format, communicated frequently with students via email and Blackboard; supported students in writing their own research proposals; evaluated students written work

Fall 2016-Spring 2017, Arizona State University T. Denny School of Social and Family Dynamics

Second Reader, Barrett Honors College Student Thesis

Mentored a graduating senior as he completed his honors thesis; provided guidance with qualitative data analysis; provided feedback on his project (a professional development training for librarians on working with special needs children) and his thesis document

Fall 2015, Arizona State University T. Denny School of Social and Family Dynamics

Instructor, Research Methods (teaching evaluation: 4.8/5)

Developed and implemented curriculum for undergraduate research methods course; supported students in writing their own research proposals; facilitated and evaluated student’s written work; received the Graduate Teaching Excellence Award based on student nominations and peer observations for this course,

Fall 2015, Arizona State University T. Denny School of Social and Family Dynamics

Instructor, Human Development Project-Based Learning Course (teaching evaluation: 4.0/5)

Developed and implemented curriculum for project-based undergraduate human development course; facilitated large-scale individual and group projects for students to engage in course content; collaborated with instructors from English and Psychology departments to integrate curricula and projects into an interdisciplinary course

Fall 2015, Arizona State University T. Denny School of Social and Family Dynamics

Graduate Teaching Assistant, Sociological Theories (Online Master’s Program)

Supported master’s students’ understanding of sociological theories and research; evaluated written student work

Fall 2015, Arizona State University T. Denny School of Social and Family Dynamics

Graduate Teaching Assistant, Social Statistics (ASU Online)

Supported undergraduate students’ understanding of social statistics; evaluated written work

Fall 2015, Arizona State University T. Denny School of Social and Family Dynamics

Guest Lecturer, Family and Cultural Diversity

July 2014, Arizona State University T. Denny School of Social and Family Dynamics

Facilitator, Sanford Honors Undergraduate Research Experience

Facilitated an undergraduate research program that provided students opportunities for serving as a research assistant on graduate student and faculty-led projects, developing personal research goals and projects, and skill building through workshops and professional development

2009-2011, Bowdoin College Department of Psychology

Undergraduate Teaching Assistant, Introduction to Psychology

# PROFESSIONAL AND RESEARCH EXPERIENCE

August 2018 – ongoing

Postdoctoral Fellow, Relationships to Enhance Learners' Adjustment to Transitions and Engagement (RELATE)

Co-Principal Investigators: Drs. Mylien Duong and Clayton Cook

SMART Center, University of Washington

Planned and executed a pilot implementation of a school-based intervention designed to improve student-teacher relationships and reduce dropout rates for ninth grade students; collaborated with teachers and administrators to implement program and conduct data collection; contributed to research design and measurement for evaluation; integrated elements of culturally responsive teaching practices into intervention materials; preparing manuscript on iterative process for intervention development; developing plans for randomized control trial of intervention

August 2018 – ongoing

Postdoctoral Fellow, Technical Assistance Core

Co-Principal Investigators: Drs. Eric Bruns and Aaron Lyon

SMART Center, University of Washington

Collaborate with school district administrators, teachers, school counselors and social workers, community mental health providers to establish plans for implementing and evaluating Multi-Tiered Systems of Support, provide training and consultation regarding the implementation of evidence-based practices in schools, meet with legislators to inform integration of scientific knowledge regarding best practices to enhance socio-emotional, behavioral, and mental health into policy initiatives

August 2018 – ongoing

Postdoctoral Fellow & Analyst, Rehabilitation, Empowerment, Natural Supports, Education, & Work (RENEW)

Investigators: Drs. Jesse Suter, JoAnne Malloy, and Eric Bruns

University of Vermont, University of New Hampshire, University of Washington

Analyze data for RENEW, a 12-month individualized intervention for students with severe emotional and behavioral challenges at risk of school dropout, Collaborate with investigators and facilitators across multiple states and universities to achieve research goals

October 2013 – ongoing

Research Associate, Scottsdale Public Library Knowing and Growing Program Evaluation

Co-Principal Investigators: Drs. Michelle Taylor and Megan Pratt

T. Denny Sanford School of Social and Family Dynamics, Arizona State University

Planned and executed a Randomized Control Trial of a six-week parent education program; recruited and scheduled participants, as the primary contact/coordinator for Spanish-speaking families; trained Research Assistants to conduct pre- and post-direct assessments; developed program curricula to be evidence-informed and aligned with Arizona’s Early Learning Standards; developed pre- and post- test surveys and materials; assisted in grant applications for program implementation and evaluation; collaborated and built a partnership with Scottsdale Public Library staff; conducted cultural competence trainings for youth staff at multiple libraries

January 2016 – August 2017

Research Fellow, Challenges for Schools for a Culture of Peace in Post-Conflict Colombia

Director: Rosa Jimenez

Observatory for Forced Displacement, University of Cartagena Colombia

Designed and conducted quantitative and qualitative research regarding the role of schools in post-conflict Colombia; collaborated with local teachers and school administrators to effectively conduct research in twelve schools; trained a local research assistant to assist with data collection procedures, including validating materials, facilitating focus groups, distributing materials, and transcribing recordings, according to ethical research procedures; consulted with masters students and professors at the University of Cartagena on research and intervention projects to reduce school drop-out rates; developed research questions in order to provide recommendations to schools to better support children who have experienced displacement or violence in their communities

May 2015 – August 2015

Research Assistant, State of Latino Arizona – Education

Co-Principal Investigators: Drs. David Garcia and Anabel Aportela

Mary Lou Fulton School of Education, Arizona State University & Arizona Community Foundation

Analyzed the impact of education policies on Latino students in Arizona; organized and analyzed data using Microsoft Access, Excel, and SPSS; participated in stakeholder meetings with non-profit organizations, media outlets, corporations, and foundations; wrote two chapters of the final policy report; presented report and policy implications to community stakeholders

May 2015 – August 2015

Research Assistant, Build Initiative Equity Evaluation

Principal Investigator: Dr. Eva Marie Shivers

Indigo Cultural Center

Evaluated the equity framework of the Build Initiative, a national organization that works with states to build strong early childhood education systems; developed a logic model and theory of change for the evaluation in collaboration with Build staff; developed a codebook and analyzed interviews with Build participants and providers in six states; developed and distributed on-line surveys to Build participants and providers; conducted document reviews; assisted in preparing the final evaluation report

August 2013 – May 2014

Graduate Research Associate, Community Action Research Experience Program

Faculty Advisor: Dr. Larry Dumka

T. Denny Sanford School of Social and Family Dynamics, Arizona State University

Contacted potential community liaisons; proposed a mutually beneficial research project, balancing both community and academic priorities; collected and analyzing community-based data; presented data to community stakeholders

August 2012 – May 2014

Graduate Research Associate, Classroom Composition Competence Study

Co-Principal Investigators: Drs. Robert Bradley and Richard Fabes

T. Denny Sanford School of Social and Family Dynamics, Arizona State University

Managed and trained undergraduate research assistants to conduct school- based data, implemented large scale data collection, conducted extensive literature reviews, assisted with grant applications, organized and analyzed data using SPPS, MPlus, and Excel, reviewed secondary data sets, created comprehensive codebooks, disseminated findings in academic and public outlets

June 2011 – July 2012

Program Facilitator and Community Researcher

Council for International Education Exchange: Khon Kaen University, Khon Kaen, Thailand

Conducted participatory research in marginalized communities in rural Thailand; collaborated in a cross-cultural work environment to execute two undergraduate study abroad programs; ran statistical evaluations of the programs and developing plans of action in order to respond accordingly; led workshops to promote effective group process and facilitation skills; mentored small groups of student facilitators through an alternative educational model for empowerment; managed logistics and curricula for community trips

September 2009 – June 2011

Student Researcher

Principal Investigator: Dr. Samuel Putnam

Psychology Department, Bowdoin College

Analyzed cross-cultural temperament data; recruited participants at local day cares; interviewed participants for a cross-cultural pilot study; created, modified, and administered coding protocols for observational data; trained new researchers in coding techniques; cooredinated logistics for the 2010 Occastional Temperament Conference; analyzed data and disseminating findings through presentations and publications

**PROFESSIONAL DEVELOPMENT**

***Coursework and Training in Statistics/Methodology (since 2012)***

Analysis of Variance

Exploratory and Confirmatory Factor Analysis

Longitudinal Structural Equation Modeling

Longitudinal Growth Modeling

Messy Structural Equation Modeling

Mixed Methods

Multilevel Modeling

Multiple Regression

Prevention Statistics

Psychometrics

Structural Equation Modeling

***Interdisciplinary Coursework***

Community Action Research Experience

Designing Health Interventions

Translating Research for Educational Change

***Professional Trainings***

K-3 Classroom Assessment Scoring System (CLASS) Observation

inCLASS Observation

**PROFESSIONAL SERVICE**

**Service to Field**

Editorial Board, Early Career Reviewer, *Prevention Science,* 2018-2020

Reviewer, *Journal of Research on Adolescence*, 2018

Reviewer, *International Journal of Behavioral Development*, 2018

Reviewer, *Current Psychology,* 2018

At-Large Representative, Student and Early Career Council, Society for Research in Child Development, 2017-present

Steering Committee Member, Early Career Prevention Network, Society for Prevention Research, 2017-present

History Committee Representative, Student and Early Career Council, Society for Research in Child Development, 2015-2017

Student Reviewer, *Child and Youth Services Review*, 2017

Student Reviewer, *Early Education and Development*, 2014

Student Reviewer, *Prevention Science*, 2014

Student Reviewer, *Social Development*, 2012

**Service to University**

Chair, Diversity and Inclusion Sciences Institute Graduate Research Conference, Arizona State University, 2016-present

Graduate Professional Student Association Travel and Research Award Peer Reviewer, Arizona State University, 2011-present

**Service to Department**

Qualitative and Mixed Methods Data Analysis Workshop Facilitator, SMART Center, University of Washington, February 2019

Success in Applying and Transitioning to Graduate School Workshop Facilitator, SMART Center, University of Washington, April 2019

Undergraduate Committee Representative, Family and Human Development Graduate Student Association, Arizona State University, 2015-2017

Graduate Committee Representative, Family and Human Development Graduate Student Association, Arizona State University, 2015-2016

President, Family and Human Development Graduate Student Association, Arizona State University, 2014-2015

Peer Mentor, Family and Human Development Graduate Student Association, Arizona State University, 2013-2015

Treasurer, Family and Human Development Graduate Student Association, Arizona State University, 2013-2014

**Service to Community**

Expert Panelist, Behavioral Learning Assistance Panel, Washington State Office of the Superintendent of Public Instruction, 2018-2019

Diversity and Inclusion Workshop Facilitator, Cesar Chavez Leadership Institute, Access ASU, Arizona State University, 2017

Diversity and Inclusion Workshop Facilitator, Scottsdale Public Library, 2017

Diversity and Inclusion Workshop Facilitator, Indigo Cultural Center, 2014

**OTHER SKILLS**

***Foreign Languages Spoken***

Spanish (highly proficient), Thai (conversational)