

Curriculum Vita
David B. Estell

Contact Information:

Office: W.W. Wright Education Building, Room 4010
201 North Rose Avenue
Bloomington, IN 47405-1006
phone: (812) 856-8308
fax: (812) 856-8333

Employment History:

2016-Present Head, Human Development Program, School of Education, Indiana University
Bloomington.
2010-Present Head, Educational Psychology Program, School of Education, Indiana University
2008-Present Associate Professor, Department of Counseling and Educational Psychology,
School of Education, Indiana University Bloomington.
2014: Interim Head, Human Development Program, School of Education, Indiana
University Bloomington.
2008: Interim Associate Dean of Teacher Education, School of Education, Indiana
University Bloomington.
2002-2008: Assistant Professor, Department of Counseling and Educational Psychology,
School of Education, Indiana University Bloomington.

Educational Background:

2001-2002: The University of North Carolina at Chapel Hill
Center for Developmental Science
NICHD Carolina Consortium on Human Development
Postdoctoral Research Fellow (grant # T32HD07376)
1999-2001: The University of North Carolina at Chapel Hill
Department: Psychology
Program: Developmental Psychology
(secondary concentration in Quantitative Psychology)
Advisors: Robert B. Cairns (deceased, November 1999) and Jean-Louis Gariépy
Degree: Ph.D. December, 2001
1995-1999: The University of North Carolina at Chapel Hill
Department: Psychology
Program: Developmental Psychology
Advisor: Robert B. Cairns
Degree: M.A. May, 1999
1991-1995: The University of California at Davis
Major: Psychology
Degree: B.S., with honors. June, 1995.

Awards:

- 2009: Society for the Study of School Psychology *Journal of School Psychology Best Article Award, 2009*. For Estell, D. B., Farmer, T. W., Pearl, R., Van Acker, R., & Rodkin, P. C. (2008). Social status and aggressive and disruptive behavior in girls: Individual, group, and classroom influences. *Journal of School Psychology, 46*, 193-212.
- 2006: Maris M. Proffitt and Mary Higgins Proffitt Endowment Summer Faculty Fellowship. School of Education, Indiana University Bloomington. May-August, 2006. Total Award: \$10,000.
- 2004: Society for the Study of School Psychology *Journal of School Psychology Best Article Award, 2004*. For Farmer, T. W., Estell, D. B., Leung, M-C., Trott, H., Bishop, J. L., & Cairns, B. D. (2003). Individual characteristics, early adolescent peer affiliations, and school dropout: An examination of aggressive and popular group types. *Journal of School Psychology, 41*, 217-232.
- 2003, Spring: Nominated by Daniel J. Mueller, departmental chair, for the School of Education Trustees' Teaching Award.
- 2001: NICHD Carolina Consortium on Human Development Pre-doctoral Research Fellow (grant # T32HD07376): Center for Developmental Science, University of North Carolina at Chapel Hill. Sponsoring mentor: Jean-Louis Gariépy. April 15, 2000 to April 15, 2001. Total award: \$14,688.00.

Journal Articles: (* = peer-reviewed)

- * Ottoni-Wilhelm, M., Zhang, Y., **Estell, D. B.**, & Perdue, N. H. (2017). Raising charitable children: The effects of verbal socialization and role-modeling on children's giving. *Journal of Population Economics, 30* (1): 189-224. 189–224. <https://doi.org/10.1007/s00148-016-0604-1>
- * Sapharas, N. K., **Estell, D. B.**, Doran, K. A., & Waldron, M. (2016). Effects of parental divorce or a father's death on high school completion. *Psychology in the Schools, 53*(8), 861-874. doi: 10.1002/pits.21947
- * Marshall, A., Yarber, W. L., Sherwood-Laughlin, C. M., Gray, M. L. and **Estell, D. B.** (2015), Coping and Survival Skills: The Role School Personnel Play Regarding Support for Bullied Sexual Minority-Oriented Youth. *Journal of School Health, 85*: 334–340. doi: 10.1111/josh.12254
- * Wilhelm, M. O., **Estell, D. B.**, & Perdue, N. H. (2014). Role-modeling and conversations about giving in the socialization of adolescent charitable giving and volunteering. *Journal of Adolescence, 37*, 53-66.

- * **Estell, D. B.**, & Perdue, N. H. (2013). Social support and behavioral and affective school engagement: The effects of peers, parents, and teachers. *Psychology in the Schools*, *50*(4), 325-339. <http://dx.doi.org.ezproxy.lib.indiana.edu/10.1002/pits.21681>
- * Perdue, N. H., Ormiston, H., **Estell, D. B.** & Stanley, H. C. (2013) Social context and the academic success of children at risk: Student-teacher relationships and parental involvement in school. *Journal of Educational Research & Policy Studies* *13* (1), 1-17.
- * Farmer, T. W., Hall, C. M., Leung, M-C., **Estell, D. B.**, & Brooks, D. (2011). Social prominence and the heterogeneity of rejected status in late elementary school. *School Psychology Quarterly*, *26*(4), 260-274. DOI: 10.1037/a0025624
- * Jones, M. H., Alexander, J. M., & **Estell, D. B.** (2010). Homophily among peer groups members' perceived self-regulated learning. *Journal of Experimental Education*, *78*(3), 378-394. DOI: 10.1080/00220970903548020
- * Jones, M. H., & **Estell, D. B.** (2010). When elementary students change peer groups: Intra-group centrality, inter-group centrality, and self-perceptions of popularity. *Merrill-Palmer Quarterly*, *56*(2), 164-188.
- * Perdue, N. H., Manzeske, D. P., & **Estell, D. B.** (2009). Early predictors of school engagement: Exploring the role of peer relationships. *Psychology in the Schools*, *46*(10), 1084-1097. DOI: 10.1002/pits.20446
- * **Estell, D. B.**, Jones, M. H. Pearl, R., & Van Acker, R. (2009). Best friendships of students with and without learning disabilities across late elementary school. *Exceptional Children*, *76*(1), 110-124.
- * **Estell, D. B.**, Farmer, T. W., Irvin, M. J., Crowther, A., Akos, P., & Boudah, D. J. (2009). Students with exceptionalities and the peer group context of bullying and victimization in late elementary school. *Journal of Child and Family Studies*, *18*(2), 136-150. DOI: 10.1007/s10826-008-9214-1
- * Farmer, T. W., **Estell, D. B.**, Hall, C. M., Pearl, R., Van Acker, R., & Rodkin, P.C. (2008). Interpersonal competence configurations, behavior problems, and social adjustment in preadolescence. *Journal of Emotional and Behavioral Disorders*, *16*(4), 195-212. DOI: 10.1177/1063426608320355
- * Edl, H. M., Jones, M. H. & **Estell, D. B.** (2008). Ethnicity and English proficiency: Teacher perceptions of interpersonal competence in European-American and Latino students. *School Psychology Review*, *37*(1), 38-45.
- * Jones, M. H., **Estell, D. B.**, & Alexander, J. M. (2008). Friends, classmates, and self-regulated learning: Effects of peer discussions inside and outside the classroom. *Metacognition and Learning*, *3*(1), 1-15. DOI: 10.1007/s11409-007-9007-8

- * **Estell, D. B.**, Farmer, T. W., Pearl, R., Van Acker, R., & Rodkin, P. C. (2008). Social status and aggressive and disruptive behavior in girls: Individual, group, and classroom influences. *Journal of School Psychology, 46*(2), 193-212. DOI: 10.1016/j.jsp.2007.03.004
- * **Estell, D. B.**, Jones, M. H., Pearl, R., Van Acker, R., Farmer, T. W., & Rodkin, P. C. (2008). Peer groups, popularity, and social preference: Trajectories of social functioning among students with and without learning disabilities. *Journal of Learning Disabilities, 41*(1), 5-14. DOI: 10.1177/0022219407310993
- * Jones, M. H., & **Estell, D. B.** (2007). Exploring the Mozart effect among high school students. *Psychology of Aesthetics, Creativity, and the Arts, 1*(4), 219-224. DOI: 10.1037/1931-3896.1.4.219
- * Farmer, T. W., Farmer, E. M. Z., **Estell, D. B.** & Hutchins, B. C. (2007). The developmental dynamics of aggression and the prevention of school violence. *Journal of Emotional and Behavioral Disorders, 15*(4), 197-208. DOI: 10.1177/10634266070150040201
- * **Estell, D. B.** (2007). Aggression, social status, and affiliation in kindergarten children: A preliminary study. *Education & Treatment of Children, 30*(2), 53-72. DOI: 10.1353/etc.2007.0011
- * **Estell, D. B.**, Farmer, T. W., Irvin, M. J., Thompson, J. H., Hutchins, B. C., & McDonough, E. M. (2007). Patterns of middle school adjustment and ninth grade adaptation of rural African American youth: Grades and substance use. *Journal of Youth and Adolescence, 36*(4), 477-487. DOI: 10.1007/s10964-007-9167-5
- * **Estell, D. B.**, Farmer, T. W., & Cairns, B. D. (2007). Bullies and victims in rural African American youth: Behavioral characteristics and social network placement. *Aggressive Behavior, 33*(2), 145-159. DOI: 10.1002/ab.20176
- * Jones, M. H., West, S. D., & **Estell, D. B.** (2006). The Mozart effect: Arousal, preference, and spatial performance. *Psychology of Aesthetics, Creativity, and the Arts, 1*(1), 26-32. DOI: 10.1037/1931-3896.S.1.26
- * **Estell, D. B.**, Farmer, T. W., Cairns, B. D., & Clemmer, J. T. (2003). Self-report weapon possession in school and patterns of early adolescent adjustment in rural African American Youth. *Journal of Clinical Child and Adolescent Psychology, 32*(3), 442-452. DOI: 10.1207/S15374424JCCP3203_12
- * Farmer, T. W., **Estell, D. B.**, Bishop, J. L., O'Neal, K. K., & Cairns, B. D. (2003). Rejected bullies or popular leaders? The social relations of aggressive subtypes of rural African American early adolescents. *Developmental Psychology, 39*(6), 992-1004. DOI: 10.1037/0012-1649.39.6.992

- * Farmer, T. W., **Estell, D. B.**, Leung, M-C., Trott, H., Bishop, J. L., & Cairns, B. D. (2003). Individual characteristics, early adolescent peer affiliations, and school dropout: An examination of aggressive and popular group types. *Journal of School Psychology, 41*(3), 217-232. DOI: 10.1016/S0022-4405(03)00046-3
- * **Estell, D. B.**, Farmer, T. W., Cairns, R. B., & Cairns, B. D. (2002). Social relations and academic achievement in inner-city early elementary classrooms. *International Journal of Behavioral Development, 26*(6), 518-528. DOI: 10.1080/01650250143000472
- * **Estell, D. B.**, Cairns, R. B., Farmer, T. W., & Cairns, B. D. (2002). Aggression in inner-city early elementary classrooms: Individual and peer group configurations. *Merrill-Palmer Quarterly, 48*(1), 52-76. DOI: 10.1353/mpq.2002.0002

Chapters:

- Estell, D. B.**, Farmer, T. W., Pearl, R., Van Acker, R., & Rodkin, P. C. (2003). Heterogeneity in the relationship between popularity and aggression: Individual, group, and classroom influences. In W. Damon (Series Ed.) & S. C. Peck & R. W. Roeser (Vol. Eds.), *New Directions for Child and Adolescent Development: Vol. 101. Person-centered approaches to studying human development in context* (pp. 75-85). San Francisco: Jossey-Bass.
- Bauer, D. J. & **Estell, D. B.** (2001). Cluster analysis of developmental profiles: Relations between trajectories of aggression and popularity over adolescence [poster abstract]. In L. M. Collins, & A. G. Sayer A.G. (Eds.), *New methods for the analysis of change* (pp. 385-387). Washington, DC: American Psychological Association.
- Cairns, R. B., Cadwallader, T. W., **Estell, D. B.**, & Neckerman, H. J. (1997). Groups to gangs: Developmental and criminological perspectives and relevance for prevention. In D. M. Stoff, J. D. Maser, & J. Breiling (Eds.), *Handbook of antisocial behavior* (pp. 194-204). New York: Wiley.

Conference Presentations:

- Jones, M. H., **Estell, D. D.**, & Perdue, N. H. (2016). *Academic self-efficacy and achievement calibration in students with and without learning disabilities*. Poster presented at the annual meeting of the Association for Psychological Science, Chicago, IL.
- Enneking, B. A., Perdue, N. H., & **Estell, D. B.** (2015). *The concurrent influence of personality traits and social factors on adolescent risk-taking*. Poster presented at the annual meeting of the Association for Psychological Science, New York, NY.
- Richardson, A. R. & **Estell, D. B.** (2015). *A longitudinal examination of the association between peer relations and psychopathological symptomology*. Poster presented at the annual meeting of the Association for Psychological Science, New York, NY.

- Estell, D. B.**, Perdue, N. H., Epler, A., & Manzeske, D. L. (2014). *Trajectories of physical aggression, relational aggression, and peer victimization in students with and without LD or EBD*. Poster presented at the biennial meeting of the Society for Research on Adolescence, Austin, TX.
- Perdue, N. H., **Estell, D. B.**, Epler, A., Enneking, B., & Rosati, J. (2014). *Negative peer experiences and school engagement: the role of transitioning to middle school*. Poster presented at the biennial meeting of the Society for Research on Adolescence, Austin, TX.
- Perdue, N. H., Enneking, B., & **Estell, D. B.** (2014). *Exploring the association between risk taking in adolescence and elements of affective engagement in late childhood*. Poster presented at the biennial meeting of the Society for Research on Adolescence, Austin, TX.
- Murphy, M. & **Estell, D. B.** (2013). *Victimization and the stress response: Waking cortisol levels of adolescents bullied in late childhood*. Poster presented at the annual meeting of the Society for Neuroscience, Indianapolis, IN.
- Perdue, N. H., Rosati, J., **Estell, D. B.**, Hansel, J., Rouse, M., & Epler, A. M. (2013). *Differential educational aspirations related to gender, disability, ethnicity, and income*. Poster presented at the annual meeting of the Association for Psychological Science, Washington, DC.
- Epler, A. M., Perdue, N. H., **Estell, D. B.**, Rosati, J., & Scott, B. (2013). *Indicators of developmental readiness associated with successful transitions to middle school*. Poster presented at the annual meeting of the Association for Psychological Science, Washington, DC.
- Epler, A. M., Perdue, N. H., & **Estell, D. B.** (2013). *Bullying behaviors, attributions, and feelings of distress as predictors of school disengagement*. Poster presented at the annual meeting of the Indiana Psychological Association, Indianapolis, IN.
- Perdue, N. H., Fultz, R. M., & **Estell, D. B.** (2012). *The social dynamics of aggression and victimization: Identifying potential points of intervention*. Poster presented at the annual meeting of the Association for Psychological Science, Chicago, IL.
- Perdue, N. H., Rouse, M. & **Estell, D. B.** (2012). *The long-term association between social supports and stressors and high school engagement*. Poster presented at the annual meeting of the Association for Psychological Science, Chicago, IL.
- Estell, D. B.**, Wilhelm, M. O., Perdue, N. H. & Zhang, Y. (2012). *The association of parenting practices and parental socialization with the development of adolescent prosocial behavior*. Poster presented at the biennial meeting of the Society for Research on Adolescence, Vancouver, BC.

- Jones, M. H., Perdue, N. H., **Estell, D. B.** & Hansel, J. (2012). *Academic performance and the middle-school transition: external and internal resiliency*. Poster presented at the biennial meeting of the Society for Research on Adolescence, Vancouver, BC.
- Stanley, H. C., Perdue, N. H., **Estell, D. B.**, & Staples, C. E. (2011). *Risk-taking in adolescence: Parents, peers, and clinical symptomology*. Poster presented at the annual meeting of the American Psychological Association. Washington, D.C.
- Jones, M. H., **Estell, D. B.**, & Hamlet, T. W. (2011). *The peer group dynamics of academic self-concept: Examining bidirectional influence*. Poster presented at the biennial conference of the Society for Research in Child Development, Montreal, QC.
- Estell, D. B.**, Perdue, N. H., Manzeske, D. P. & McLendon, L. A. (2011). *The transition to middle school in students with and without special needs*. Poster presented at the biennial conference of the Society for Research in Child Development, Montreal, QC.
- Perdue, N. H., **Estell, D. B.**, Manzeske, D. P. & Colley, M. K. (2011). *The transition to middle school and school engagement for socioemotionally at-risk children*. Poster presented at the biennial conference of the Society for Research in Child Development, Montreal, QC.
- Perdue, N. H., Manzeske, D. P., Stanley, H. C. & **Estell, D. B.** (2011). *The role of teachers and parents in the academic success of children at risk*. Poster presented at the biennial conference of the Society for Research in Child Development, Montreal, QC.
- Perdue, N.H., Colley, M. K., Manzeske, D.P., & **Estell, D. B.** (2010). *Exploring the work values of satisfied and at-risk teachers*. Poster presented at the annual meeting of the American Psychological Association, San Diego, CA.
- Estell, D. B.**, Perdue, N. H., & Wilhelm, M. O (2010). *Influences on adolescent prosocial behavior: Parenting, well being, and stress*. Poster presented at the biennial meeting of the Society for Research on Adolescence, Philadelphia, PA.
- Perdue, N. H., Manzeske, D.P., & **Estell, D. B.** (2010). *Developmental mismatch: Peer relationships and risk-taking following the transition to middle school*. Poster presented at the biennial meeting of the Society for Research on Adolescence, Philadelphia, PA.
- Jones, M. H., **Estell, D. B.**, & Audley-Piotrowski, S. (2009). *Self-perceptions of self-regulated learning affect perceptions of peer group members' self-regulated learning*. Poster presented at the annual meeting of the Association for Psychological Science, San Francisco, CA.
- Estell, D. B.**, Perdue, N. H., & Wilhelm, M. O. (2009) *Parental influences on adolescent prosocial behavior*. Poster presented at the biennial conference of the Society for Research in Child Development, Denver, CO.

- Estell, D. B.**, Jones, M. H. & Edl, H. M. (2009). *The clinical implications of social status: Sociometric status and perceived popularity*. Poster presented at the biennial conference of the Society for Research in Child Development, Denver, CO.
- Chien, R. W., Bodack, K. L., Jackson, R. A., & **Estell, D. B.** (2009). *Teacher, self, and peer perceptions of popularity in new versus continuing students*. Poster presented at the biennial conference of the Society for Research in Child Development, Denver, CO.
- Perdue, N. H. & **Estell, D. B.** (2009). *Peers as predictors of school engagement during early adolescence*. Poster presented at the biennial conference of the Society for Research in Child Development, Denver, CO.
- Jones, M. H., & **Estell, D. B.**, (2008). *Self-regulated Learning and Academic Performance: Peer Groups and Affiliates*. Poster presented at the annual meeting of the American Psychological Association, Boston, MA.
- Manzeske, D., Perdue, N. H., & **Estell, D. B.** (2008). *School engagement as a developmental process: Exploring the context of peer relationships*. Poster presented at the annual meeting of the American Psychological Association, Boston, MA.
- Estell, D. B.** (2008). *The clinical implications of school adaptation: Subsets and configurations*. Poster presented at the biennial meeting of the Society for Research in Adolescence, Chicago, IL.
- Perdue, N.H. & **Estell, D. B.** (2008). *Career, family, financial and partner differences in working and nonworking women within the first three years after childbirth*. Poster presented at the biennial meeting of the Society for Research in Adolescence, Chicago, IL.
- Jones, M. H., & **Estell, D. B.** (2008). *Peer groups and academic motivation: Homophily or dissimilarity?* Poster presented at the annual meeting of the American Educational Research Association, New York, NY.
- Perdue, N. H. & **Estell, D. B.** (2008). *Increasing understanding of the work values of education majors: The emergence of the teacher work value factor*. Poster presented at the annual Hawaii International Education Conference, Honolulu, HI.
- Estell, D. B.**, Jones, M. H., & Pearl, R. (2007) *Best friendships of students with and without learning disabilities*. Poster presented at the annual conference of the American Psychological Association, San Francisco, CA.
- Estell, D. B.**, Farmer, T. W., & Irvin, M. J. (2007). *Bullying and Victimization in Students with Special Needs and Academic Gifts: Special Education Placement and Peer Group Behavior*. Poster presented at the biennial conference of the Society for Research in Child Development, Boston, MA.

- Jones, M. H., **Estell, D. B.**, & Edl, H. M. (2007). *Teacher and self-perceptions of social competence in non-Latino/a White and Latino/a students*. Paper presented at the annual conference of the American Educational Research Association, Chicago, IL.
- Estell, D. B.**, Farmer, T. W., Pearl, R (2006). *Popularity and aggression in girls: Individual, group, and classroom influences*. Paper presented at the annual conference of the American Psychological Association, New Orleans, LA.
- Jones, M. H., **Estell, D. B.**, & Edl, H. M. (2006). *Intra-group influences on self-perceptions of math and spelling*. Poster presented at the annual conference of the American Psychological Association, New Orleans, LA.
- Estell, D. B.**, Farmer, T. W., & Irvin, M. J. (2006). *Trajectories and transitions: Pathways across middle school and ninth grade achievement and substance use*. Poster presented at the biennial conference of the Society for Research on Adolescence, San Francisco, CA.
- Estell, D. B.**, Farmer, T. W., Goforth, J. L., & Thompson J. (2004). *Substance Use and Fighting in Rural African American Youth*. Poster presented at the annual conference of the American Psychological Association, Honolulu, HI.
- Estell, D. B.** (2004). *Power or Prosocial Behavior? Group Leaders vs. "Leadership."* Poster presented at the annual conference of the American Psychological Society, Chicago IL.
- Estell, D. B.** (2004). *Bullies and victims in rural African American youth."* Poster presented at the biennial conference of the Society for Research on Adolescence, Baltimore, MD.
- Farmer, T. W., **Estell, D. B.**, & Leung, M-C. (2003). Rejected bullies or skilled leaders? The social relations of subtypes of aggressive boys. In P. H. Hawley (Chair), *Competent aggressors: Alternate views to aggression as maladaptation*. Symposium conducted at the biennial conference of the Society for Research in Child Development, Tampa, FL.
- Rodkin, P. C., Pearl, R., Van Acker, W. & **Estell, D. B.** (2003). Developmental trajectories and social relationships of popular-aggressive boys and girls. In P. C. Rodkin (Chair), *Aggression and conflict in peer relationships: New agendas for social status, relational aggression, and friendship research*. Symposium conducted at the biennial conference of the Society for Research in Child Development, Tampa, FL.
- Estell, D. B.**, Farmer, T. W., & Cairns, B. D. (2002). *Gender, peers, and substance use: Correlates of weapon carrying in rural African-American youth*. Poster presented at the biennial conference of the Society for Research in Adolescence, New Orleans, LA.
- Estell, D. B.** (2001). Social ecology and aggressive behavior: support or marginalization? In R. Van Acker & S. Grant (strand leaders), *The challenges of gangs and youth violence in the schools*. Training strand conducted at the Fourth International Conference on Children and Youth with Behavioral Disorders, Atlanta, GA.

Cadwallader, T. W., & **Estell, D. B.** (2001). Implications of research on social development for understanding gangs and gang awareness. In R. Van Acker & S. Grant (strand leaders), *The challenges of gangs and youth violence in the schools*. Training strand conducted at the Fourth International Conference on Children and Youth with Behavioral Disorders, Atlanta, GA.

Estell, D. B. & Van Acker, R. (2001). Heterogeneity in the relationship between popularity and aggression: Individual, group, and classroom influences. In T. W. Cadwallader (Chair), *Configurations and pathways: Development from a pattern-oriented perspective*. Symposium conducted at the biennial conference of the Society for Research in Child Development, Minneapolis, MN.

Estell, D. B. & Cairns, R. B. (2000). Configurations and interactions: A comparison of pattern- and variable-oriented analyses in the prediction of school adjustment. In J. S. Eccles (Chair), *Pattern-centered approaches to the study of adolescent development in context*. Symposium conducted at the biennial conference of the Society for Research in Adolescence, Chicago, IL.

Estell, D. B. (1999). *The interaction of social context and individual behavior in first-grade inner-city youth*. Poster presented at the biennial meeting of the Society for Research in Child Development, Albuquerque, NM.

Estell, D. B. & Bauer, D. J. (1998). *Cluster analysis of developmental profiles: Relationships between aggression and popularity over adolescence*. Poster presented at the New Methods for the Analysis of Change II conference, State College, PA.

Price, L. N. & **Estell, D. B.** (1998). *Person-oriented configurations in inner-city African American youth: Behavioral patterns and future adjustment*. Poster presented at the First International Institute on Developmental Science, Chapel Hill, NC.

Price, L. N. & **Estell, D. B.** (1998). *Developmental trajectories and person-oriented configurations in inner-city African American adolescents*. Poster presented at the biennial conference of the Society for Research in Adolescence, San Diego, CA.

Funded Projects:

Assessment of the Work Values of Education Majors. Kempf Trust Grant, School of Education, Indiana University. Amount: \$20,000.

Social Dynamics and School Adaptation. Maris M. Proffitt and Mary Higgins Proffitt Endowment Summer Faculty Fellowship, School of Education, Indiana University. Amount: \$10,000.00 (May-July, 2006).

Aggression, Social Status, and Affiliation in Kindergarten Children. Maris M. Proffitt and Mary Higgins Proffitt Endowment Research Grant, School of Education, Indiana University. Amount: \$37,939.00 (January 2003-December 2004).

Professional Activities:

2014-present: Editorial Board Member, *Journal of Emotional and Behavioral Disorders*.

2014-present: Editorial Board Member, *Adolescent Research Review*.

2006-present: Editorial Board Member, *Journal of Youth and Adolescence*.

2016-present: Ad-hoc reviewer, *Child Development Perspectives*

2016-present: Ad-hoc reviewer, *Educational Psychology*

2016-present: Ad-hoc reviewer, *School Psychology Quarterly*

2009: Reviewer, poster submissions for the Biennial meeting of the Society for Research in Adolescence.

2008-present: Ad-hoc reviewer, *International Journal of Behavioral Development*

2008-present: Ad-hoc reviewer, *Exceptional Children*

2008-present: Ad-hoc reviewer, *Journal of Child and Family Studies*

2007: Reviewer, poster submissions for the Biennial meeting of the Society for Research in Adolescence.

2007-present: Ad-hoc reviewer, *Social Forces*

2006-present: Ad-hoc reviewer, *Social Development*.

2006-present: Ad-hoc reviewer, *Merrill-Palmer Quarterly*

2006-present: Ad-hoc reviewer, *Journal of School Psychology*.

2005-present: Ad-hoc reviewer, *Developmental Psychology*

2005-2006: Reviewer, *Journal of Youth and Adolescence*.

2004-present: Ad-hoc reviewer, *Child Development*.

2003-present: Ad-hoc reviewer, *Journal of Research on Adolescence*.

2003-present: Ad-hoc reviewer, *Journal of Clinical Child and Adolescent Psychology*.

2003: Reviewer, John Wiley and Sons. Textbook reviewed: *Child Psychology, 4e* by Ross Vasta, Scott A. Miller, and Shari Ellis

1998: Reviewer, Division 7 poster submissions for 1999 annual meeting of the American Psychological Association

Professional Memberships:

1997-Present: Member, Society for Research in Adolescence.

1998-Present: Member, Society for Research in Child Development.

1998-Present: Member, American Psychological Association Division 7.

2003-Present, Member, Association for Psychological Science

Selected University Service:

2016-Present: Member, BFC Student Affairs Committee

2010-2012, 2014-2016: Representative, Bloomington Faculty Council

2011-2016: Chair, BFC Student Affairs Committee

2014-present: Alternate, Indiana University Human Subjects Committee

2011-2012: Representative, University Faculty Council

2011-2012: Parliamentarian, Bloomington Faculty Council

2008-present: Member, Indiana University General Education Common Ground Committee on World Languages and Cultures

2007-2008: Member, Research Affairs Committee, Bloomington Faculty Council

Selected Unit & Departmental Service:

2016-present: Head, Human Development Program, School of Education
2014-present: Member, Committee on Teacher Education
2010-present: Head, Educational Psychology Program, School of Education
2013: Supervisor, Human Development Associate Instructors
2008: Interim Associate Dean of Teacher Education
2007-2011: Chair, Committee on Teacher Education, School of Education
2005-2007: Member, Committee on Research and Development, School of Education
2005-present: Chair, Educational Psychology Admissions Committee
2003-2004: Supervisor, Educational Psychology Associate Instructors

Courses Taught:

Undergraduate Level

Adolescent Development
Child Development
Lifespan Development
Introductory Psychology
Educational Psychology for Teachers
Research Methods in Psychology

Master's Level

Child Development
Lifespan Development

Doctoral Level

College Teaching and Instruction
Advanced Child Development
The Biological Bases of Behavior
Social Development