

IDEAN ETTEKAL

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(Last Updated: January 2024)

EDUCATION

- Ph.D. 2016 Family and Human Development
Sanford School of Social and Family Dynamics
Arizona State University (ASU)
- M.S. 2011 Family and Human Development
Sanford School of Social and Family Dynamics
Arizona State University (ASU)
- B.A. 2006 Psychology and American Studies with Honors; Minor in Education
University of California, Berkeley

ACADEMIC & RESEARCH POSITIONS

- 2023-
2017-2023 **Associate Professor (with tenure)**
Assistant Professor
Department of Educational Psychology, Developmental Sciences Program
Texas A&M University
- 2017- **Affiliated Research Scientist**
Clinical and Research Institute on Addictions (CRIA)
University at Buffalo, State University of New York (SUNY)
- 2016-2017 **Project Director (Post-Doctoral Research Associate)**
Research Institute on Addictions, University at Buffalo, State University of New York
● Developmental Pathways to Violence, Victimization and Substance Use in a High-Risk Sample (NIH R01DA041231; PIs: Rina Das Eiden & Amanda Nickerson)
- 2008-2015 **Graduate Research Assistant**
Sanford School of Social and Family Dynamics (SSFD), Arizona State University
● 4R-SUCCESS Project (Institute of Education Sciences: R305A090386; PIs: Gary Ladd & Becky Kochenderfer-Ladd).
● Pathways Project (NIH RO1MH-49223, 2-RO1MH-49223, R01HD-045906; PI: Gary Ladd)
- 2004-2008 **Research Associate** (2005-2008); **Research & Policy Intern** (2004-05)
National Council on Crime and Delinquency (NCCD), Oakland, CA
● Roosevelt Village Center Outcome Evaluation (CDC U49 CE000743; PIs: Thao Le & Frank Zimring)

- Parents Anonymous Outcome Evaluation (OJJDP 2000-JP-FX-K003 & 2005-JK-FX-K064; PI: Angela Wolf)

2002-2004 **Research Assistant**

Department of Psychology, University of California, Berkeley

- Self-Perception Processes Lab, Institute of Personality and Social Research (PI: Oliver John & Supervisor: Laura Naumann).
- Early Arithmetic Laboratory Project, Institute of Human Development (PI: Jonas Langer & Supervisor: Peter Gillette)

ADMINISTRATIVE POSITIONS

2023- **Developmental Sciences Masters and Ph.D. Programs Coordinator**

Department of Educational Psychology, Texas A&M University

RESEARCH GRANT FUNDING

Funded Internal Grants:

- 2021-2022 Texas A&M University, College of Education and Human Development Catapult Grant. *Social AR/VR Experience as Preventive Intervention for Youth Suicide Risk in Underserved Communities*. **Role: Co-PI** (PI: Lee, H.-W.; Co-PI: Brison, N.). Amount: \$30,000.
- 2019-2020 Texas A&M University, Triads for Transformation (T3) Grant. *Social and Contextual Influences on Children's Development: Insights from Secondary Data Analysis*. **Role: PI** (Co-PIs: Brooker, R. & Luo, W.). Funded: \$33,914.
Responsibilities: lead author of proposal, supervisor for data management, supervision and training for graduate research assistants, data analysis, coauthor on associated research presentations and publications, budget management, annual reporting, student advisement.
- 2018-2019 Texas A&M University, College of Education and Human Development Catapult Grant. *A Comprehensive Investigation of Early Self-Control Development and School Readiness*. **Role: Co-PI** (PI: Gagne, J.; Co-PI: Brooker, R.). Funded: \$29,331.
Responsibilities: assisted with proposal development, data collection measures and research design.

PUBLICATIONS

[†]Reflects graduate student co-author

Peer Reviewed Journal Articles (n = 29):

Publication Metrics from Google Scholar: Citations = 1,770; h-index = 19; i10-index = 21

Impact factors (IF) were obtained from Journal Citation Reports. 5-Year IF are based on the publication year or most recent data available.

Katsiyannis, A., Zhang, D., **Ettekal, I.**, Chang, W.H., Li, P., Bigger, B., & Hullett, M. (accepted). Minority representation in special education: 5-year trends from 2016 – 2020. *Advances in Neurodevelopmental Disorders*. [5-year IF = Not Available]

- Lawrence, T., & **Ettekal, I.** (accepted). Testing the diathesis and transactional stress models among African American adolescents. *Counseling Psychologist*. [2022 5-year IF = 3.8]
- Ettekal, I.**, †Li, H., †Chaudhary, A., Luo, W. & Brooker, R. J. (2023). Chronic, increasing and decreasing peer victimization trajectories and the development of externalizing and internalizing problems in middle childhood. *Development and Psychopathology*. <http://dx.doi.org/10.1017/S0954579422000426> [2022 5-year IF = 4.1]
- Eiden, R. D., **Ettekal, I.**, Zhao, J., †Kelm, M. R., Nickerson, A. B., Ostrov, J., Schuetze, P., & Godleski, S. (2023). Prenatal substance exposure, early life adversity, and parenting: Associations with adolescent stress response. *Developmental Psychobiology*, 65, 1-19. <https://doi.org/10.1002/dev.22365> [2022 5-year IF = 2.3]
- Thompson, C., Semma, B., †Wang, N., & **Ettekal, I.** (2022). Using Bayesian meta-regression to advance prevention science research: An introduction and empirical illustration. *Prevention Science*, 23, 455-466. <https://doi.org/10.1007/s11121-021-01330-8> [5-year IF = 4.2]
- Zhao, J., **Ettekal, I.**, Eiden, R. D., Nickerson, A., Schuetze, P., Shisler, S., Godleski, S. & Ostrov, J. (2022). Child community violence exposure in an at-risk sample: Developmental trajectories, caregiving risks, and the role of child temperament. *Psychology of Violence*, 12, 382–392. <http://dx.doi.org/10.1037/vio0000416> [5-year IF = 4.1]
- Ladd, G. W., Troop-Gordon, W., **Ettekal, I.**, & Kochenderfer-Ladd, B. (2021). From social withdrawal to depression: A quasi-replication and extension of Boivin, Hymel, and Bukowski (1995). *Developmental Psychology*, 57, 2032-2049. <https://doi.org/10.1037/dev0001162> [5-year IF = 5.8]
- †Shi, Q., & **Ettekal, I.** (2021). Co-occurring trajectories of internalizing and externalizing problems from Grades 1 to 12: Longitudinal associations with teacher-child relationship quality and academic performance. *Journal of Educational Psychology*, 113, 808-829. <https://doi.org/10.1037/edu0000525> [5-year IF = 8.61]
- †Shi, Q., **Ettekal, I.**, Liew, J., & Woltering, S. (2021). Predicting differentiated developmental trajectories of prosocial behavior: A 12-year longitudinal study of children facing early risks and vulnerabilities. *International Journal of Behavioral Development*, 45, 327-336. <https://doi.org/10.1177/0165025420935630> [5-year IF = 3.35]
- †Shi, Q., Liew, J., **Ettekal, I.**, & Woltering, S. (2021). Childhood resilient personality trajectories and associations with developmental trajectories of behavioral, social-emotional, and academic outcomes across childhood and adolescence: A longitudinal study across 12 years. *Personality and Individual Differences*, 177, 1-13. <https://doi.org/10.1016/j.paid.2021.110789> [5-year IF = 4.28]
- Weimer, A. A., Warnell, K. R., **Ettekal, I.**, Cartwright, K. B., Guajardo, N. R., & Liew, J. (2021). Correlates and antecedents of theory of mind development throughout middle childhood and adolescence. *Developmental Review*, 59, 1-20. <https://doi.org/10.1016/j.dr.2020.100945> [5-year IF = 15.36]
- Ettekal, I.**, Eiden, R. D., Nickerson, A. B., Molnar, D. S., & Schuetze, P. (2020). Developmental cascades to children's conduct problems: The role of prenatal substance use, socioeconomic adversity, maternal depression and sensitivity, and children's conscience. *Development and Psychopathology*, 32, 85-103. doi:10.1017/S095457941800144X. [5-year IF = 5.64]
- Ettekal, I.**, & Ladd, G. W. (2020). Development of aggressive-victims from childhood through adolescence: Associations with emotion dysregulation, withdrawn behaviors, moral disengagement, peer rejection and friendships. *Development and Psychopathology*, 32, 271-291. doi:10.1017/S0954579419000063. [5-year IF = 5.64]
- Ettekal, I.**, & †Mohammadi, M. (2020). Co-occurring trajectories of direct aggression and prosocial behaviors in childhood: Longitudinal associations with peer acceptance. *Frontiers in Psychology*, 11:581192. doi:10.3389/fpsyg.2020.581192 [5-year IF = 3.62]

- Ettekal, I., & †Shi, Q.** (2020). Developmental trajectories of teacher-student relationships and longitudinal associations with children's conduct problems from Grades 1 to 12. *Journal of School Psychology, 82*, 17-35. doi:10.1016/j.jsp.2020.07.004. [5-year IF = 5.19]
- †Shi, Q., **Ettekal, I.**, Deutz, M. H. F., & Woltering, S. (2020). Trajectories of pure and co-occurring internalizing and externalizing problems from early childhood to adolescence: Associations with early childhood individual and contextual antecedents. *Developmental Psychology, 56*, 1906-1918. <http://dx.doi.org/10.1037/dev0001095> [5-year IF = 5.62]
- Ettekal, I.**, Eiden, R. D., Nickerson, A. B., & Schuetze, P. (2019). Comparing alternative methods of measuring cumulative risk based on multiple risk indicators: Are there differential effects on children's externalizing problems? *PLoS ONE, 14*, 1-26. doi:10.1371/journal.pone.0219134. [5-year IF = 3.23]
- Ladd, G. W., **Ettekal, I.**, & Kochenderfer-Ladd, B. (2019). Longitudinal changes in victimized youth's social anxiety and solitary behavior. *Journal of Abnormal Child Psychology, 47*, 1211-1223. doi:10.1007/s10802-018-0467-x. [5-year IF = 3.88]
- Ettekal, I.**, & Ladd, G. W. (2017). Developmental continuity and change in physical, verbal and relational aggression and peer victimization from childhood to adolescence. *Developmental Psychology, 53*, 1709-1721. doi:10.1037/dev0000357. [5-year IF = 4.53]
- Ladd, G. W., **Ettekal, I.**, & Kochenderfer-Ladd, B. (2017). Peer victimization trajectories from kindergarten through high school: Differential pathways for children's school engagement and achievement? *Journal of Educational Psychology, 109*, 826-841. doi:10.1037/edu0000177. [5-year IF = 6.20]
- *Article mentioned in over 60 local, national and international media outlets (Altmetric Score = 545; Ranked #2 out of 2,210 "Outputs from Journal of Educational Psychology")
- CNN: "Bullied kids suffer academically, too, study says" <http://www.cnn.com/2017/01/30/health/bullying-academic-achievement-study/index.html>
- Reuters: "School bullying linked to poorer academic achievement" <http://www.reuters.com/article/us-health-bullying-school-performance-idUSKBN15H2E4>
- APA Press Release: <http://www.apa.org/news/press/releases/2017/01/school-bullying.aspx>
- Ettekal, I.**, Kochenderfer-Ladd, B., & Ladd, G. W. (2015). A synthesis of person- and relational-level factors that influence bullying and bystander behaviors: Toward an integrative framework. *Aggression and Violent Behavior, 23*, 75-86. doi:10.1016/j.avb.2015.05.011. [5-year IF = 3.06]
- Ettekal, I.**, & Ladd, G. W. (2015). Costs and benefits of children's physical and relational aggression trajectories on peer rejection, acceptance and friendships: Variations by aggression subtypes, gender, and age. *Developmental Psychology, 51*, 1756-1770. doi:10.1037/dev0000057. [5-year IF = 4.29]
- Ettekal, I.**, & Ladd, G. W. (2015). Developmental pathways from childhood aggression-disruptiveness, chronic peer rejection and deviant friendships to early-adolescent rule breaking. *Child Development, 86*, 614-631. doi:10.1111/cdev.12321. [5-year IF = 5.81]
- Ladd, G. W., **Ettekal, I.**, Kochenderfer-Ladd, B., Rudolph, K. D., & Andrews, R. K. (2014). Relations among chronic peer group rejection, maladaptive behavioral dispositions, and early adolescents' peer perceptions. *Child Development, 85*, 971-988. doi:10.1111/cdev.12214. [5-year IF = 6.25]
- Ladd, G. W., Kochenderfer-Ladd, B., **Ettekal, I.**, Cortes, K. I., Sechler, C. M., & Visconti, K. J. (2014). The 4R-SUCCESS program: Promoting children's social and scholastic skills in dyadic classroom activities. *Group Dynamics and Organizational Consulting, 45*, 25-44.
- Ladd, G. W., Kochenderfer-Ladd, B., Visconti, K. J., **Ettekal, I.**, Sechler, C. M., & Cortes, K. I.

(2014). Grade-school children's social collaborative skills: Links with partner preference and academic achievement. *American Educational Research Journal*, 51, 152-183.

doi:10.3102/0002831213507327. [5-year IF = 3.51]

Ladd, G. W., & **Ettekal, I.** (2013). Peer-related loneliness across early to late adolescence: Normative trends, intra-individual trajectories, and links with depressive symptoms. *Journal of Adolescence*, 36, 1269-1282. doi:10.1016/j.adolescence.2013.05.004. [5-year IF = 2.29]

Perren, S., **Ettekal, I.**, & Ladd, G. W. (2013). The impact of peer victimization on later maladjustment: Mediating and moderating effects of hostile and self-blaming attributions. *Journal of Child Psychology and Psychiatry*, 54, 46-55. doi:10.1111/j.1469-7610.2012.02618.x. [5-year IF = 6.26]

Knight, G. P., Berkel, C., Umaña-Taylor, A. J., Gonzales, N. A., **Ettekal, I.**, Jaconis, M., & Boyd, B. M. (2011). The socialization of culturally related values in Mexican American families. *Journal of Marriage and Family*, 73, 913-925. doi:10.1111/j.1741-3737.2011.00856.x. [5-year IF = 2.62]

Special Issue Editorials:

Bishop, H. K. D., **Ettekal, I.**, Ettekal, A. V., & van Dulmen, M. H. M. (2020). Meta-analytic approaches to understanding adolescent development: Contributions of the special issue. *Journal of Adolescence*, 84, 23-25. doi:10.1016/j.adolescence.2020.07.013. [5-year IF = 4.18]

Edited Book Chapters:

Ladd, G., Kochenderfer-Ladd, B., **Ettekal, I.** & Clifford, B. (2021). Manifestations of solitude in interpersonal contexts and negative peer experiences: Peer rejection, exclusion, and victimization. In R. J. Coplan, J. C. Bowker, & L. J. Nelson (Eds.), *The handbook of solitude: Psychological perspectives on social isolation, social withdrawal, and being alone*, 2nd Edition. Wiley-Blackwell.

Ladd, G. W., Kochenderfer-Ladd, B., Visconti, K. J., & **Ettekal, I.** (2012). Classroom peer relations and children's social and scholastic development: Risk factors and resources. In A. M. Ryan & G. W. Ladd (Eds.), *Peer relationships and adjustment to school* (pp. 11- 50). Charlotte, NC: Information Age Publishing.

Ettekal, I., & Ladd, G. W. (2009). The stability of aggressive behavior toward peers as a predictor of externalizing problems from childhood through adolescence. In C. Quin & S. Tawse (Eds.), *Handbook of aggressive behavior research* (pp. 115-147). New York: Nova Science Publishers.

Manuscripts under Review:

Ettekal, I., †Mohammadi, M., & Shi, Q., (under review). Longitudinal associations among children's externalizing and internalizing behaviors, teacher and peer relationships, and academic performance.

Fredrick, S. S., **Ettekal, I.**, Domoff, S. E., & Nickerson, A. B. (under review). Patterns of child and adolescent digital media use: Associations with school support, engagement, and cyber victimization.

†Girard, M. P., Ettekal, A. V., **Ettekal, I.**, & Lerner, R. M. (under review). Moral disengagement in sport: Examining the role of contest orientation and peer motivational climate among adolescent athletes.

Ladd, G. W., **Ettekal, I.**, Coplan, R., & Kochenderfer-Ladd, B. (under review). Joint developmental

trajectories of anxious-solitude and peer adversities from early childhood through adolescence: Characteristics and associations with indices of internalizing problems.

Manuscripts in Preparation:

Ettekal, I., †Li, H., †Chaudhary, A., Luo, W. & Brooker, R. J. (in preparation). Children's peer victimization and executive function.

Ettekal, I., & Lawrence, T., & Ladd, G. W. (in preparation). Developmental trajectories of moral disengagement: Associations with antisocial behavior.

Technical Reports and Newsletters:

**When individual authors were not identified, I have described my role.*

Ettekal, I. (2009). *Assessing community health needs in north Phoenix: A collaboration among the John C. Lincoln's Desert Mission Health Network, St. Luke's Health Initiatives and Community Action Research Experiences (CARE) Program.* Summary report presented to agencies. Tempe, AZ: School of Social and Family Dynamics, Arizona State University.

Ladd, G. W., & **Ettekal, I.** (2009). Classroom peer acceptance and rejection and children's psychological and school adjustment. *Interpersonal Acceptance*, 3, 1-2.

National Council on Crime and Delinquency (2007). *Under the microscope: Asian and Pacific Islander youth in Oakland: Needs, issues and solutions.* Oakland, CA.

**(Role: performed secondary data analyses and wrote the final report)*

National Council on Crime and Delinquency (2007). *Evaluation of Second Southern Summit on Children of Prisoners Conference.* Summary report submitted to Winthrop Rockefeller Foundation, Little Rock, AR.

**(Role: performed data analysis and wrote the final report)*

National Council on Crime and Delinquency (2007). *Outcome evaluation of Parents Anonymous.* Final report submitted to Office of Juvenile Justice and Delinquency Prevention (OJJDP), Washington, DC.

**(Role: performed data analysis, wrote substantial portions of the method and results sections, created figures and tables, and assisted with editing and formatting final report)*

National Council on Crime and Delinquency (2007). *Disproportionate minority contact in Alameda County.* Summary report presented to Alameda County Probation Department, Oakland, CA.

**(Role: performed data analysis; reported and interpreted results)*

National Council on Crime and Delinquency. *Annual report of the Juvenile Assessment and Intervention System (JAIS) (2007).* Summary report prepared for the PACE Center for Girls, Florida.

**(Role: performed data analysis and created figures and tables for report)*

National Council on Crime and Delinquency. *Annual report of the Juvenile Assessment and Intervention System (JAIS) (2006).* Summary report prepared for the PACE Center for Girls, Florida.

**(Role: Performed data analysis and created figures and tables for report)*

PRESENTATIONS

†Reflects student co-author

Peer Reviewed Poster and Paper Presentations (n = 51)

†Chatzistogianni, E., †Thayer, L., †Brown, E., †Jones, R., †Defendini, P. V., & **Ettekal, I.** (2023,

- August). *Do children's executive functioning and internalizing problems mediate the associations between peer victimization and academic achievement?* Poster presented at the American Psychological Association Annual Convention, Washington, D.C.
- Fredrick, S. S., **Ettekal, I.**, Domoff, S. E., & Nickerson, A. B. (2023, August). *Patterns of child and adolescent digital media use: Associations with school support, engagement, and cyber victimization.* Paper symposium presented at the American Psychological Association Annual Convention, Washington, D.C.
- †Berry, D., Ettekal, A. V., **Ettekal, I.**, & Locke, D. (2023, April). *College students' leisure activities during the Covid-19 pandemic: An examination of pandemic-related constraints to participation.* Poster presented at the Society for Research on Adolescence (SRA) Annual Meeting, San Diego, California.
- †Mohammadi, M., †Xiao, R., †Li, D., Luo, W., & **Ettekal, I.** (2023, March). *Association between academic achievement and teacher-student relationships: The moderation effects of children's ethnicity and teacher experience.* Poster presented at the Society for Research in Child Development Biennial Meeting, Salt Lake City, Utah.
- Shi, Q., **Ettekal, I.**, †Mohammadi, M. (2023, March). *Dynamic associations between prosocial behavior and academic performance: The moderating role of gender.* Flash Talk Presentation presented at the Society for Research in Child Development Biennial Meeting, Salt Lake City, Utah.
- Shi, Q., **Ettekal, I.**, & Oh., Y. (2023, March). *Identification of developmental trajectory classes: A case example of studying problem behavior.* Poster presented at the Society for Research in Child Development Biennial Meeting, Salt Lake City, Utah.
- †Chatzistogianni, E., & **Ettekal, I.** (2022, October). *Developmental pathways to weapon carrying: An association of parental and individual factors from infancy to adolescence.* Poster presented at the Learning Sciences Conference, Texas A&M University, College Station, Texas.
- Eiden, R. D., **Ettekal, I.**, Zhao, J., †Kelm, M. R., Nickerson, A., Ostrov, J., Godleski, S. & Schuetze, P. (2022, June). Prenatal substance exposure, early life adversity, and parenting: Associations with adolescent stress response. In Garber, J. (Chair), *Perinatal adversity as a determinant of childhood health problems: Implications for prevention.* Paper symposium presented at the Society for Prevention Research Annual Meeting, Seattle Washington.
- †Mohammadi, M., **Ettekal, I.**, & Shi, Q. (2022, August). *Associations among children's relationships, problem behaviors, and academic achievement.* Poster presented at the American Psychological Association Annual Convention, Minneapolis, Minnesota.
- †Chaudhary, A., †Li, H., **Ettekal, I.**, Brooker, R.J., & Luo, W. (2021, April). *Peer victimization trajectories and longitudinal associations with children's externalizing and internalizing problems, and inhibitory control.* Poster presented at the Society for Research in Child Development Biennial Meeting, virtual conference.
- †Mohammadi, M., & **Ettekal, I.** (2021, April). *Co-occurring trajectories of direct aggression and prosocial behaviors in childhood: Longitudinal associations with peer acceptance.* Poster presented at the Society for Research in Child Development Biennial Meeting, virtual conference.
- Shi, Q., Liew, J., **Ettekal, I.**, & Woltering, S. (2021, April). Childhood resiliency trajectories: Differential pathways for behavioral, social-emotional, and academic outcomes across childhood and adolescence. In Valiente, C. (Chair), *A developmental approach to advancing the understanding of self-regulation and related outcomes across childhood.* Paper symposium presented at the Society for Research in Child Development Biennial Meeting, virtual conference.
- Eiden, R. D., Zhao, J., **Ettekal, I.**, Schuetze, P., Nickerson, A. B., Ostrov, J., Godleski, S. & Granger,

- D. (2020, June). *Prenatal cocaine exposure and other substance exposure: Pathways to individual differences in stress reactivity in adolescence*. Poster accepted at the 2020 Developmental Neurotoxicology Society meeting, Charleston, USA. (not presented due to conference cancellation)
- Ettekal, I.** & †Shi, Q. (2020, March). *Developmental trajectories and predictors of teacher-child relationship quality in childhood and adolescence*. Poster accepted at the 2020 Biennial Meeting of Society for Research on Adolescence (SRA), San Diego, USA. (not presented due to conference cancellation)
- Ettekal, I.**, †Shi, Q., Kang, D. (2020, March). *Reciprocal associations among children's externalizing problems, teacher-child relationship quality and school engagement*. Poster accepted at the 2020 Biennial Meeting of Society for Research on Adolescence (SRA), San Diego, USA. (not presented due to conference cancellation)
- Ladd, G. W., **Ettekal, I.**, & Kochenderfer-Ladd, B. (2020, March). *Are shy children at risk for peer adversities?* Poster accepted at the 2020 Biennial Meeting of Society for Research on Adolescence (SRA), San Diego, USA. (not presented due to conference cancellation)
- †Shi, Q., **Ettekal, I.**, Deutz, M., Woltering, S. (2020, March). *Developmental trajectories of co-occurring problem behavior from Grade 1 to 12 and associations with early childhood antecedents*. Poster accepted at the 2020 Biennial Meeting of Society for Research on Adolescence (SRA), San Diego, USA. (not presented due to conference cancellation)
- †Shi, Q., & **Ettekal, I.** (2020, March). *Co-occurring trajectories of problem behaviors from Grades 1 to 12: Differential pathways with school adjustment*. Poster accepted at the 2020 Biennial Meeting of Society for Research on Adolescence (SRA), San Diego, USA. (not presented due to conference cancellation)
- †Thibault, S., Kochenderfer-Ladd, B., Ladd, G. W., & **Ettekal, I.** (2020, March). *Associations between peer victimization and academic achievement across the school years*. Poster accepted at the 2020 Biennial Meeting of Society for Research on Adolescence (SRA), San Diego, USA. (not presented due to conference cancellation)
- Ettekal, I.**, & Ladd, G. W. (2018, August). *Developmental trajectories of moral disengagement: Associations with aggression and rule breaking*. Poster presented at the American Psychological Association Annual Convention, San Francisco, California.
- Ettekal, I.**, Nickerson, A., Molnar, D., Schuetze, P., & Eiden R. D. (2018, August). Development of early childhood conduct problems: The role of poverty, parenting, and self-regulation. In J. Blake (Chair), *Childhood disruptive behavior problems: Characterization, development, and treatment*. Paper symposium presented at the American Psychological Association Annual Convention, San Francisco, California.
- †Shi, Q., **Ettekal, I.**, Deutz, M. & Woltering, S. (2018, August). Differentiated developmental trajectories of behavior problems from childhood to adolescence. In J. Blake (Chair), *Childhood disruptive behavior problems: Characterization, development, and treatment*. Paper symposium presented at the American Psychological Association Annual Convention, San Francisco, California.
- †Shi, Q., **Ettekal, I.**, Liew, J., & Woltering, S. (2018, July). Differentiated developmental trajectories of child prosocial behavior: A 12-year longitudinal study using growth mixture modeling. In L. Zhang & T. Malti (Chairs). *Giving and receiving: Development of prosocial behaviors across contexts*. Paper symposium presented at the 25th Biennial Meeting of the International Society for the Study of Behavioural Development (ISSBD), Gold Coast, Australia.
- Ettekal, I.**, & Ladd, G. W. (2018, April). *Exploring the developmental continuity in aggression and peer victimization from childhood to adolescence*. Poster presented at the Society for Research on Adolescence Biennial Meeting, Minneapolis, Minnesota.

- Godleski, S., Ostrov, J., Nickerson, A., Eiden, R. D., Kneuer, M., **Ettekal, I.**, Schuetze, P. & Colder, C. (2018, April). *Early maternal and child predictors of cognitive biases regarding aggression in at-risk adolescents*. Poster presented at the Society for Research on Adolescence Biennial Meeting, Minneapolis, Minnesota.
- Ostrov, J., Godleski, S., Nickerson, A., Eiden, R. D., **Ettekal, I.**, & Schuetze, P. (2018, April). *Negative parental discipline in early childhood and assault in at-risk adolescents: The role of attitudes about guns and violence*. Poster presented at the Society for Research on Adolescence Biennial Meeting, Minneapolis, Minnesota.
- Schuetze, P., Eiden, R. D., †Vlaovich, D., **Ettekal, I.**, Ostrov, J., & Nickerson, A. (2018, April). *Autonomic regulation in a high-risk sample of young adolescents during a social stress task*. Poster presented at the Society for Research on Adolescence Biennial Meeting, Minneapolis, Minnesota.
- †Shi, Q., **Ettekal, I.**, Liew, J., & Woltering, S. (2018, April). *Differentiated developmental trajectories of adolescent externalizing problems: A 7-years longitudinal study*. Poster presented at the Society for Research on Adolescence Biennial Meeting, Minneapolis, Minnesota.
- †Shi, Q., **Ettekal, I.**, Liew, J., & Woltering, S. (2018, April). *Differentiated developmental trajectories of adolescent prosocial behavior: A 7-years longitudinal study*. Poster presented at the Society for Research on Adolescence Biennial Meeting, Minneapolis, Minnesota.
- Zhao, J., **Ettekal, I.**, Eiden, R. D., Nickerson, A., & Schuetze, P. (2018, April). *Child exposure to community violence: Change trajectories, prospective predictors, and outcomes*. Poster presented at the Society for Research on Adolescence Biennial Meeting, Minneapolis, Minnesota.
- Ettekal, I.**, Nickerson, A., Molnar, D., Schuetze, P., & Eiden R. D. (2017, April). *Childhood aggression in a high-risk sample: Developmental cascade model of socioeconomic adversity, parenting and child conscience*. Poster presented at the Society for Research in Child Development Biennial Meeting, Austin, Texas.
- Ettekal, I.**, Nickerson, A., Schuetze, P., & Eiden R. D. (2017, April). *Methods of measuring socioeconomic adversity based on cumulative risk indices: Methodological implications from a high-risk sample*. Poster presented at the Society for Research in Child Development Biennial Meeting, Austin, Texas.
- Ladd, G. W., **Ettekal, I.**, & Kochenderfer-Ladd, B. (2017, April). Peer victimization trajectories from kindergarten to high school: Differential pathways for school engagement and achievement?. In J. L. Pouwels (Chair), *Social-emotional and cognitive correlates of the developmental course of peer victimization from childhood to adolescence*. Paper symposium presented at the Society for Research in Child Development Biennial Meeting, Austin, Texas.
- Ettekal, I.**, & Ladd, G. W. (2014, March). *Associations between relational and physical aggression trajectories and chronic peer rejection on depression and delinquency*. Poster presented at the Society for Research on Adolescence Biennial Meeting, Austin, Texas.
- Ettekal, I.**, Ladd, G. W., & Kochenderfer-Ladd, B. (2014, March). *Chronic peer victimization and the development of co-occurring internalizing-externalizing problems in childhood and adolescence*. Poster presented at the Society for Research on Adolescence Biennial Meeting, Austin, Texas.
- Ladd, G. W., **Ettekal, I.**, & Kochenderfer-Ladd, B. (2013, September). Trajectories of peer victimization from childhood through adolescence: Links with depressive symptoms. In S. Perren (Chair), *Peer victimization and internalizing problems: Developmental trajectories and moderating effects*. Paper presented at the European Conference on Developmental Psychology Biennial Meeting, Lausanne, Switzerland.

- Cortes, K., Sechler, C. M., **Ettekal, I.**, Visconti, K. J., Kochenderfer-Ladd, B., Ladd, G. W., & Whiteley, M. (2013, April). *Children's collaborative work skills: Associations with bullying and peer victimization*. Poster presented at the Society for Research in Child Development Biennial Meeting, Seattle, Washington.
- Ettekal, I.**, & Ladd, G. W. (2013, April). Relational aggression trajectories for girls and boys: Associations with internalizing-externalizing problems and peer relations. In S. Foster (Chair), *Developmental patterns and consequences of relational aggression in girls*. Paper symposium presented at the Society for Research in Child Development Biennial Meeting, Seattle, Washington.
- Ettekal, I.**, & Ladd, G. W. (2013, April). Loneliness trajectories from early to late adolescence and links with depressive symptoms. In J. Vanhalst (Chair), *Addressing two fundamental issues in loneliness research*. Paper symposium presented at the Society for Research in Child Development Biennial Meeting, Seattle, Washington.
- †Mun, C. J., **Ettekal, I.**, & Ladd, G. W. (2013, April). *Social goals and social coping strategies: Associations with peer group rejection and psychological maladjustment in children*. Poster presented at the Society for Research in Child Development Biennial Meeting, Seattle, Washington.
- Sechler, C. M., Ladd, G. W., Kochel, K. P., **Ettekal, I.**, & Kochenderfer-Ladd, B. (2013, April). *Profiles of social withdrawal in late childhood: Consequences for academic engagement and achievement*. Poster presented at the Society for Research in Child Development Biennial Meeting, Seattle, Washington.
- Visconti, K. J., **Ettekal, I.**, Cortes, K., Sechler, C. M., Ladd, G. W., Kochenderfer-Ladd, B., & Whiteley, M. (2013, April). *Collaborative skills as a form of social competence in childhood: Longitudinal associations with school and social adjustment*. Poster presented at the Society for Research in Child Development Biennial Meeting, Seattle, Washington.
- Ettekal, I.**, & Ladd, G. W. (2012, March). *Developmental trajectories of physical, verbal and relational aggression and victimization during childhood and adolescence*. Poster presented at the Society for Research on Adolescence Biennial Meeting, Vancouver, Canada.
- Ettekal, I.**, & Ladd, G. W. (2011, April). *Pathways to adolescent delinquency: Examining childhood aggression and peer exclusion using latent growth curve analysis*. Poster presented at the Society for Research in Child Development Biennial Meeting, Montreal, Canada.
- Ladd, G. W., Kochenderfer-Ladd, B., Visconti, K. J., **Ettekal, I.**, & Sechler, C. M. (2011, April). Children's peer competence in learning activities: Links with peer preference and achievement. In A. Ryan & G. Ladd (Chairs), *New directions in understanding peer relationships and academic adjustment in the classroom*. Poster symposium presented at the Society for Research in Child Development Biennial Meeting, Montreal, Canada.
- Perren, S., **Ettekal, I.**, & Ladd, G. W. (2011, April). The impact of peer victimization on later maladjustment: Mediating effects of hostile and self-blaming attributions. In S. Perren (Chair), *Peer victimization and maladjustment: Mediating and moderating effects of children's attributions*. Paper symposium presented at the Society for Research in Child Development Biennial Meeting, Montreal, Canada.
- Visconti, K. J., **Ettekal, I.**, Sechler, C. M., Smith, J. A. M., & Ladd, G. W. (2011, April). *Pathways between peer victimization and school adjustment: Consequences of perceived social competence and peer support*. Poster presented at the Society for Research in Child Development Biennial Meeting, Montreal, Canada.
- Kochenderfer-Ladd, B. J., Ladd, G. W., Visconti, K. J., & **Ettekal, I.** (2010, June). *The social validity of the 4R Success collaborative skill taxonomy*. Poster presented at the Institute of Education Sciences Annual Meeting, National Harbor, MD.

- Le, T. N., & **Ettekal, I.** (2008, May). *Discrepancy of youth and parent endorsement of individualism/collectivism and delinquency*. Poster presented at the Society for Prevention Research Annual Meeting, San Francisco, CA.
- Le, T. N., Arifuku, I., Tran, G., & **Ettekal, I.** (2007, November). *Lessons learned from community participatory research serving immigrant and minority population on youth violence prevention*. Poster presented at the American Public Health Association Annual Meeting, Washington, D.C.
- Le, T. N., Arifuku, I., Tran, G., & **Ettekal, I.** (2007, May). *Lessons learned from community participatory research with communities serving immigrant and ethnic minority population on youth violence prevention*. Poster presented at the Society for Prevention Research Annual Meeting, Washington, D.C.

Invited Presentations:

- Ettekal, I.**, †Chaudhary, A., †Li, H., Brooker, R.J., & Luo, W. (2020). *Social and contextual influences on children's development: Insights from secondary data analysis*. Poster presented at the President's Excellence Fund Symposium Meeting, College Station, Texas.
- Ettekal, I.** (2018). *Exploring the development of antisocial behavior from infancy through adolescence: The role of family and peers*. Paper presented at Division of Learning Sciences in Seminar Series, College Station.
- Ettekal, I.** (2016). *Exploring the stability and instability of aggressors, victims and aggressive-victims from childhood to adolescence*. Paper presented at Alberti Center for Bullying Abuse Prevention Colloquium Series, University at Buffalo.
- Ettekal, I.** & Ladd, G.W. (2012). *Developmental trajectories of physical, verbal and relational aggression and victimization during childhood and adolescence*. Poster presented at Graduate and Professional Student Appreciation Event, Tempe, Arizona.
- Ettekal, I.** (2009). *Assessing community health needs in north Phoenix*. Paper presented to the John C. Lincoln Hospital Desert Mission Health Network, Phoenix, AZ.
- Ettekal, I.**, Le, T. N., Arifuku, I., & Tran, G. (2008). *Progress report for the Roosevelt Village Center Evaluation*. Paper presented to the Asian and Pacific Islander Center's Community Mobilization Committee, Oakland, CA.

TEACHING & STUDENT MENTORSHIP

Course Instructor (Texas A&M University):

Undergraduate Courses:

- ***Adolescent Development (EPSY 321)***
 - Upper-level undergraduate course on research in adolescent development
 - 2020: 19 students (face-to-face)
 - 2019: 16 students (face-to-face)
- ***Educational Statistics (EPSY 435)***
 - Upper-level undergraduate course in introductory statistics and data analysis.
 - 2017: 20 students (face-to-face)

Graduate Courses:

- ***Introduction to Educational Statistics (EPSY 635)***
 - Introductory statistics and data analysis.
 - 2023: 10 students (face-to-face)
 - 2022: 13 students (face-to-face)

2021: 18 students (face-to-face and online hybrid)

2020: 11 students (face-to-face)

2019: 15 students (face-to-face)

- ***Interpersonal Relationships (EPSY 671—previously EPSY 689)***

- Seminar on children's interpersonal relationships and social-emotional and academic outcomes.

2022: 13 students (face-to-face)

2020: 14 students (face-to-face and online hybrid)

2018: 7 students (face-to-face)

- ***Social-Emotional Development and Interventions (EPSY 632—prev. EPSY 689)***

- Seminar on theory, research and practice in children's social and emotional development.

2023: 12 students (face-to-face); 14 students (online)

2021: 11 students (face-to-face)

2019: 12 students (face-to-face)

2018: 11 students (face-to-face)

- ***Child and Adolescent Development (EPSY 646)***

- Research and issues in child and adolescent development

2023: 32 students (online)

2022: 44 students (online)

2021: 49 students (online)

- ***Supervisor for Independent Study and Research (EPSY 685/EPSY 691)***

2023: Layane Atarji, Effrosyni Chatzistogianni, Anjali Chaudhary
Jordan Donop, Caiyu Liang, Minooh Mohammadi

2022: Layane Atarji, Effrosyni Chatzistogianni, Anjali Chaudhary,
Minooh Mohammadi

2021: Layane Atarji, Anjali Chaudhary, Mark Chomer, Minooh
Mohammadi

2020: Layane Atarji, Minooh Mohammadi

2019: Dong Hyun Kang, Qinxin Shi

2018: Qinxin Shi

Course Instructor (Arizona State University):

Undergraduate Courses:

Research Methods (FAS 361/SOC 391)

- Upper-level undergraduate course in research designs and methodology required for sociology, human development and family studies majors.

2013: 34 students (online course)

Human Lifespan Development (CDE 232)

- Introductory undergraduate course required for human development and family studies majors.

2013: 95 students (face-to-face)

Social Statistics (SOC 390)

- Upper-level undergraduate course in introductory statistics and data analysis using SPSS required for sociology and human development majors.

2012: 28 students (online course)

Instructor for Advanced Statistics Workshops:

Introduction to Latent Class Analysis

- Department of Psychology, Rochester Institute of Technology (2017)

Guest Lecturer:

Developmental Psychology (PSYC 307, TAMU): Lecture on Conduct Problems (2021)

Human Lifespan Development (CDE 232, ASU): Lectured 4 class sessions (2011)

Teaching Assistant:

- Stiles Hall Mentoring/Tutoring Program; Berkeley, CA (2003-2004)
- East Oakland Boxing Association Smart Moves After-School Program; Oakland, CA (2004)
- Critical Studies in Education (Education 190), UC, Berkeley (2004)
- San Francisco County Jail Project, Northern California Service League Internship Program, S.F., CA (2005-2006)

Student Committee Membership (Texas A&M University):

Name	Degree	Year	Role	Program
Qinxin Shi	Ph.D.	2020	Member	EPSY (DS)
Jaime Guillot	Ph.D.	2021	Member	SPSY
Daphne Hill	Ph.D.	2022	Member	SPSY
Kayla Bull Witcher	Ph.D.	2023	Member	SPSY
Sherine Presley	Ph.D.	2023	Member	SPSY
Alison Frary	Ed.D.	2023	Member	EAHR
Anjali Chaudhary	Ph.D.	in progress	Chair	EPSY (DS)
Minoo Mohammadi	Ph.D.	in progress	Chair	EPSY (DS)
Effrosyni Chatzistogianni	Ph.D.	in progress	Chair	EPSY (DS)
Jordan Donop	Ph.D.	in progress	Chair	EPSY (DS)
Danni Li	Ph.D.	in progress	Member	EPSY (DS)
Raashi Sangwan	Ph.D.	in progress	Member	EPSY (DS)
Sadie Pazoki	Ph.D.	in progress	Member	EPSY (DS)
Rhonda Newton	Ph.D.	in progress	Member	EPSY (LDT)
Jennifer Kling	Ph.D.	in progress	Member	PSYC
Melanie Almaguer	Ph.D.	in progress	Member	SPSY
Ashley Armenta	Ph.D.	in progress	Member	SPSY
Leigh Ann Fierro	Ph.D.	in progress	Member	SPSY
Evelina Guerrero	Ph.D.	in progress	Member	SPSY
Erika Schmitt	Ph.D.	in progress	Member	SPSY
Wuala Altamira	Ph.D.	in progress	Member	SPSY
Mary Perkins	Ph.D.	in progress	Member	English
Kaelyn Barker	M.S.	2020	Member	EPSY (DS)
Mallori Girard	M.S.	2020	Member	RPTS
Daniela Berry	M.S.	2022	Member	RPTS
Layane Atarji	M.S.	in progress	Chair	EPSY (DS)
Tingting Huang	M.Ed.	2018	Member	EPSY (DS)
Chih-Tsen Liu	M.Ed.	2020	Member	EPSY (DS)
Mary Grace Dekeratry	M.Ed.	2021	Chair	EPSY (DS)
Thomas Von Buettner	M.Ed.	2022	Member	EPSY (RMS)

Cassidy Ynigez M.Ed. 2022 Chair EPSY (DS)

Undergraduate Students (Arizona State University):

Kirsten Lyman (Honors Thesis Committee Member, 2010)

Undergraduate Research Training Supervision:

- 2016-2017 Supervised over 10 undergraduate research interns, RIA
- 2008-2015 Supervised over 35 undergraduate research assistants working on faculty research projects (enrolled in FAS 390/499 & PGS 399), ASU
- 2005-2008 Supervised over 20 undergraduate research and policy interns, NCCD

PROFESSIONAL & RESEARCH TRAINING

Graduate-Level Coursework in Quantitative Analysis (at ASU):

- 2012 Multi-level Modeling (Instructor: Craig Enders)
- 2012 Statistical Mediation Analysis (Instructor: David MacKinnon)
- 2011 Latent Class Analysis (Instructor: Christian Geiser)
- 2011 Longitudinal Growth Modeling (Instructor: Craig Enders)
- 2011 Social Network Analysis (Instructor: David Schaefer)
- 2010 Missing Data Analysis (Instructor: Craig Enders)
- 2010 Structural Equation Modeling and Factor Analysis (Instructor: Stephen West)
- 2009 Multivariate Data Analysis (Instructor: Leona Aiken)
- 2009 Multiple Regression (Instructor: Leona Aiken)
- 2008 Intermediate Statistics and ANOVA (Instructor: Sanford Braver)

Quantitative Analysis and Programming Workshops:

- 2012 Models for Continuous and Limited Dependent Variables Workshop, Institute for Social Science Research, ASU (Instructor: Rodolfo Espino).
- 2010 Structural Equation Modeling: Advanced Longitudinal Modeling. Eighth Annual Summer Institute on Advanced Quantitative Analysis, Kansas University Center for Research Methods and Data Analysis (Instructor: Todd Little).
- 2006 U. S. Census Training Workshop using American FactFinder, NCCD, Oakland, CA.
- 2005 Microsoft Excel Training for Intermediate Users, NCCD, Oakland, CA.
- 2005 Introduction to Microsoft Excel, NCCD, Oakland, CA.
- 2005 Database Camp for Microsoft Access, CompassPoint Nonprofit Services, S.F., CA.

Professional Workshops and Training:

- 2017 Write Winning NIH and NSF Grant Proposals, Texas A&M University
- 2017 Junior Faculty Proposal Writing Academy's NSF Broader Impacts Seminar, Texas A&M University
- 2017 PESCA Proposal Writer's Keys to Success Seminar, Texas A&M University
- 2015 Office of Family Assistance (OFA) Healthy Marriage and Relationship Education Federal Reviewer Training
- 2015 Office of Family Assistance (OFA) Responsible Fatherhood New Pathways Reviewer Training
- 2015 Office of Grants Management (OGM): Conflict of Interest (COI) Training
- 2012 Afterschool Bullying Prevention 101. Arizona Center for Afterschool Excellence, Phoenix, AZ.

2007 Writing for Non-Profit Success (workshop on professional writing strategies). National Council on Crime and Delinquency, Oakland, CA.

Instructional Training:

2021 Faculty Mentoring Academy Workshops on 1. *Addressing Equity and Inclusion*, 2. *Maintaining Effective Communication*, and 3. *Fostering Independence*; Hosted by Center for Teaching Excellence (CTE), TAMU
2013 *Learning Studio Face-to-Face Overview*. Training course in using Learning Studio for preparing and teaching online courses. ASU
2013 *Supervised Teaching Practicum*, ASU (Instructor: Tracy Spinrad)
2012 *Online Teaching Practicum*, ASU (Instructors: Lisa Whitaker & Amy Reesing)

Proficiency in Statistical Analysis Programs: Mplus, SPSS, SAS, STATA, Excel

SERVICE

Internal (University, College and Departmental) Service

University, College and Departmental Committees:

2022-2024 Faculty Advisory Council (FAC), School of Education and Human Development, TAMU (served as co-Chair in 2022-23, Chair in 2023-24)
2022-2024 Executive Committee Member, Department of Educational Psychology, TAMU
2023-2024 Dean's Council Member, School of Education and Human Development (SEHD)
2023 Search Committee Member, ACES Fellowship, Department of Educational Psychology, TAMU
2023 Search Committee Member, Academic Advisor Staff position, Department of Educational Psychology, TAMU
2023 Selection Committee Member, Chancellor's Academy of Teacher Educators (CATE) Award, SEHD
2023 Selection Committee Member, Faculty Learning and Work Enhancement (FLWE) Fellowship, SEHD
2023 Selection Committee Member, Faculty Affairs Office (FAO) Fellowship, SEHD
2023 Selection Committee Member, Extraordinary Service Award, SEHD
2023 Selection Committee Member, Early Career Research Award, SEHD
2023 Selection Committee Member, Faculty Mentoring Award, SEHD
2023 Selection Committee Member, Senior Scholar Research Award, SEHD
2022 Selection Committee Member, Faculty Development Leave (FDL) Applications, SEHD
2022 Proposal Reviewer, Panther Research & Innovation for Scholarly Excellence (PRISE) Grant Program, TAMU
2021-2022 Search Committee Member, Tenure Track Assistant/Associate Professor Position in Developmental Sciences, Department of Educational Psychology, TAMU
2021 Professional Psychology Internship Scholarship Committee, Department of Educational Psychology, TAMU
2021 Colloquium Committee, Department of Educational Psychology, TAMU
2020-2021 Awards Committee, Department of Educational Psychology, TAMU
2018-2021 Climate Committee, Department of Educational Psychology, TAMU
2013 Search Committee Member, Tenure Track Assistant Professor Position in Innovative Methodologies, Sanford School, ASU.
2012 Grant Reviewer, Graduate Research Support Program (GRSP), Graduate and

Professional Student Association, ASU.

Invited Panels:

- 2022 *Rise of Online Learning*. Faculty Debate Panel. Learning Sciences Conference, TAMU.
2021 *Promotion and Tenure*. Panel for STaR Mentoring Program. College of Education and Human Development, TAMU.
2021 *A Look at Canvas*. Distance Education Program Workshop. Department of Educational Psychology, TAMU.
2013 *Getting into and getting ready for graduate school*. Preparing for Graduate School Workshop, ASU.
2013 *Getting through your honor's thesis*. Sanford School's Honors Event, ASU.
2011 *Being a graduate student: The life of a graduate assistant*. Fifth Annual Professional Development Conference for Undergraduates Interested in Graduate Training in Child and Family Sciences, ASU.
2010 *Getting into and getting ready for graduate school*. Fourth Annual Professional Development Conference for Undergraduates Interested in Graduate Training in Child and Family Sciences, ASU.

External Service

Editor:

- 2020 Guest Co-Editor for Journal of Adolescence Special Issue on Meta-Analytic Approaches to Understanding Adolescent Development

Ad Hoc Manuscript Reviewer:

Applied Developmental Science	Journal of Applied Developmental Psychology
British Journal of Educational Psychology	Journal of Child Psychology and Psychiatry
Child Development	Journal of Clinical Child and Adolescent Psychology
Children	Journal of Early Adolescence
Cultural Diversity and Ethnic Minority Psychology	Journal of Educational Psychology
Development and Psychopathology	Journal of Family Psychology
Developmental Psychology	Journal of School Psychology
Early Education and Development	Merrill Palmer Quarterly
Education and Treatment of Children	Review of Research in Education
Emotion	Routledge Encyclopedia of Education
International Journal of Environmental Research and Public Health	Social Development
Journal of Adolescence	

Conference Panel Co-Chair:

- 2022 Society for Research on Adolescence (Panel #14: Peer Relations)

Conference Panel Reviewer:

- 2022 American Educational Research Association (Division E: Human Development)
2022 American Educational Research Association (Special Interest Group on Adolescent and Youth Development; AYD)
2019 Society for Research in Child Development (Panel #12: Methods, History, Theory)

Grant Reviewer:

- 2015 Administration for Children and Families, Sub-Area Manager (SAM) for New Pathways for Fathers and Families Grants (HHS-2015-ACF-OFA-FK-0993)
- 2015 Administration for Children and Families, Alternate Reviewer for Healthy Marriage and Relationship Education Grants (HHS-2015-ACF-OFA-FM-0985)

Media Coverage:

- 2021 Interviewed for news article by *The Dallas Morning News*, “Texas parents can now choose to hold their children back a grade because of pandemic disruptions”
<https://www.dallasnews.com/news/education/2021/08/09/texas-parents-can-now-choose-to-hold-their-children-back-a-grade-because-of-pandemic-disruptions/>
- 2020 Featured in news article by *Texas A&M Today*, “The development of aggressive-victims: A Texas A&M researcher studied children with high rates of aggression who also experience bullying.”
<https://today.tamu.edu/2020/02/27/the-development-of-aggressive-victims/>

Professional Memberships:

- 2009-present Society for Research on Child Development (SRCD)
- 2010-present Society for Research on Adolescence (SRA)
- 2017-present American Psychological Association (APA)
- 2020-present American Educational Research Association (AERA)

HONORS AND AWARDS

- 2023 Student Government Association (SGA) Open Educator Award Nominee, TAMU
- 2022 Early Career Research Award, School of Education and Human Development, TAMU
- 2021 Montague – Center for Teaching Excellence Scholar Award, TAMU
- 2020 Open Access to Knowledge Fund (OAKFund) Award, TAMU
- 2019 Open Access to Knowledge Fund (OAKFund) Award, TAMU
- 2017 Early Career Travel Award, Society for Research in Child Development (SRCD)
- 2014 Student Travel Award, Society for Research on Adolescence (SRA)
- 2012-2014 Travel Grant Award, ASU Graduate and Professional Student Association (3 awards)
- 2009-2014 Student Travel Award, Sanford School of Social and Family Dynamics (6 awards)
- 2013 Student Travel Award, Society for Research in Child Development (SRCD)
- 2011 President’s Medal for Social Embeddedness, ASU, CARE program
- 2011 Graduate College Travel Award, ASU
- 2008-2010 Cowden Honors Fellowship, School of Social and Family Dynamics, ASU
- 2004-2006 Fidelity National Financial Corporation Scholarship
- 2001-2006 The Pergo Foundation Scholarship