

CURRICULUM VITA

Robert W. Roeser

Department of Human Development and Family Studies
College of Health and Human Development
Penn State University, University Park, PA

EDUCATIONAL HISTORY

1996 PhD, Education and Psychology, University of Michigan, Ann Arbor MI
1995 MSW, Social Work, University of Michigan, Ann Arbor MI
1993 MA, Developmental Psychology, University of Michigan, Ann Arbor MI
1992 MA, Psychology and Religion, Holy Names College, Oakland, CA
1989 BA, Psychology, Cornell University, Ithaca, NY

PROFESSIONAL POSITIONS AND EMPLOYMENT

2017 United States Fulbright Scholar in India, University of Pune, Pune, India
2016- Bennett Pierce Professor of Care & Compassion, Penn State University, State College, PA
2011-2016 Professor of Psychology, Portland State University, Portland OR
2008-2011 Associate Professor of Psychology, Portland State University, Portland OR
2007-2010 Senior Program Coordinator, Mind and Life Institute, Boulder CO
2005-2008 Associate Research Professor, Tufts University, Medford MA
2004 Visiting Scholar, School of Education, New York University, NY, NY
1999 Visiting Scholar, Department of Pedagogy, University of Amsterdam, Netherlands
1996-2004 Assistant Professor of Education, Stanford University, Stanford CA

RESEARCH INTERESTS

Developmental Contemplative Science. Contemplative Education and Psychology. Developmental Science. Teacher Professional Development. Adolescence. Culture and Identity Development. Motivation. School as Key Context of Development. Human Flourishing. India.

TEACHING INTERESTS

Mindfulness and Compassion in Education. Adolescent and Emerging Adulthood Development. Human Motivation. Globalization, Culture and Identity Development. Schooling and Human Development. Adolescence for Educators. Psychology of India.

PROFESSIONAL HONORS AND AWARDS

2014 **Outstanding Teacher Award**, Psychology, Portland State University
2011 **Outstanding Researcher Award**, Sigma Xi
2005 **United States William J. Fulbright Scholar** in India
1999-2004 **William T. Grant Foundation Faculty Scholar**
1999 **Outstanding Teacher Award**, School of Education, Stanford University
1999 American Psychological Association (APA) **Dissertation Award**
1998 Society for Research on Adolescence (SRA) **Dissertation Award**
1989 **Phi Beta Kappa**, Cornell University

OTHER PROFESSIONAL EXPERIENCES

- 2015-present **Educational Advisory Board member** – Institute for Jewish Spirituality’s Mindfulness in Jewish Education project
- 2014-present **Scientific Advisory Board member** - The Hawn Foundation – which has developed the MindUp social-emotional learning, mindfulness curriculum for children K-8
- 2013-present **Network member**, Mind and Life Institute’s “Call to Care” initiative to develop compassion curricula for teachers and students
- 2007-2010 **Network member**, Mind and Life Institute’s Educational Research Network (MLERN)

FUNDED RESEARCH GRANTS

- 2017** **Principal Investigator, William J. Fulbright Research Scholar Award in India**
Globalization, Education and the “Identity Remix” among Adolescents in Western India
- 2016-2017** **Principal Investigator, Spencer Foundation** with Mark Greenberg & Brooke Dodson-Lavelle. *Mindfulness and Compassion Programs and Practices in K-12 Urban Educational Reform: Designing a Sustainable Future* (\$50,000)
- 2016-2017** **Principal Investigator, Mind and Life Institute** with Dr. Andrew Mashburn(Co-PI)
Measuring Teacher Mindfulness and Compassion in Elementary and Middle School Classrooms: Positivity, Presence and Patience (\$110,000)
- 2014-2017** **Principal Investigator, Spencer Foundation** with Ellen Skinner and Andrew Mashburn (Co-PIs) *Testing the Efficacy of Mindfulness Training for Teachers on Improving Classroom Settings for Early Adolescents* (\$293,291+\$156,709 Portland State contribution)
- 2014-2017** **Principal Investigator, William T. Grant Foundation** with Drs. Ellen Skinner and Andrew Mashburn (Co-PIs) *Testing the Efficacy of Mindfulness Training for Teachers on Improving Classroom Settings for Early Adolescents* (\$450,000)
- 2013-2016** **Principal Investigator, ESD112 Vancouver, WA / Gates Foundation** with Dr. Andrew Mashburn (Co-PI) *Empowering PreK-Grade 3 (MP3) Educators and Students through Mindfulness Training* (\$258,766)
- 2012** **Principal Investigator, 1440 Foundation** with Drs. Phil Zelazo, Stephanie Carlson & Carl Johnson (Co-PIs) *Developmental Contemplative Science Preconference* (\$15,000)
- 2011-2012** **Principal Investigator, Spencer Foundation.** *A Process Study of Teaching and Learning in a Mindfulness-based Professional Development Program for Teachers* (\$40,000)
- 2009-2010** **Principal Investigator, Mind and Life Institute and Fetzer Institute.** *An Efficacy Study of a Mindfulness-based Professional Development Program for Teachers* (\$88,000)
- 2005** **Principal Investigator, William J. Fulbright Research Scholar Award in India**
Holistic education for youth in the 21st century: An examination of contemporary Indian schools in the classic traditions (\$40,000)
- 2001-2005** **Principal Investigator, William T. Grant Foundation Faculty Scholars Award**
The diversity of selfways in school and educational pathways through adolescence study (\$300,000)

GRADUATE AND UNDERGRADUATE COURSES TAUGHT

- ED137 Human Motivation East and West** (Stanford)
(Experiential seminar for sophomores on ancient & contemporary “psychologies”)
- ED240 Adolescent Development for Secondary School Teachers** (Stanford)
(Teacher education students)
- ED343 Achievement Motivation in School-aged Children** (Stanford)
(Undergraduate and graduate students)
- ED345 Adolescent Development and Schooling** (Stanford)
(Undergraduate and graduate students)
- ED350 Supervised Doctoral Research Training** (Stanford)
(Doctoral students only)
- ED431 School and Community-based Counseling Psychology** (Stanford)
(Doctoral students only)
- ED461 Schooling and Mental Health: A Developmental Systems-Perspective** (Stanford)
(Doctoral students only)
- PSY313 Psychology and Religion** (University of Michigan)
(Undergraduate survey course)
- PSY461/561 Adolescent and Emerging Adulthood Development** (Portland State)
(Upper level survey course for undergraduate and graduate students)
- PSY410/510 Contemplative Education and Psychology I: Foundations** (Portland State)
(Experiential seminar for undergraduate and graduate students)
- PSY410/510 Contemplative Education and Psychology II: Practical Applications** (Portland State)
(Experiential seminar for undergraduate and graduate students)
- PSY515/615 Advanced Seminar in Applied Developmental Science** (Portland State)
(Doctoral students only)
- PSY515/615 Advanced Seminar: Schooling as Context of Human Development** (Portland State)
(Doctoral students only)
- PSY515/615 Advanced Seminar: Adolescence and Emerging Adulthood** (Portland State)
(Doctoral students only)
- PSY515/615 Advanced Seminar: Teachers, Teaching and Teacher Development** (Portland State)
(Doctoral students only)

MENTORING OF GRADUATE AND UNDERGRADUATE STUDENTS

1. Taylor, Cynthia	Applied Developmental Science	Primary Advisor	(PhD –Portland State University)
2. Harrison, Jessica	Applied Developmental Science	Primary Advisor	(MA –Portland State University)
3. Rickert, Nicollette	Applied Developmental Science	Advisor	(PhD –Portland State University)
4. Choles, Jaiya	Applied Developmental Science	Advisor	(PhD –Portland State University)
5. Pitzer, Jennifer	Applied Developmental Science	Committee	(PhD –Portland State University)
6. Escribano, Lorraine	Applied Developmental Science	Committee	(PhD –Portland State University)
7. Cordier, Amy	Applied Developmental Science	Committee	(MA –Portland State University)
8. Brule, Heather	Applied Developmental Science	Committee	(MA –Portland State University)
9. Beers, Jeffrey	Applied Developmental Science	Committee	(MA –Portland State University)
10. Vollet, Justin	Applied Developmental Science	Committee	(MA –Portland State University)
11. Balfour, Kaelani	Applied Community Psychology	Committee	(MA –Portland State University)
12. Wallin, Jennifer	Applied Community Psychology	Committee	(MA –Portland State University)
13. Harper, Chris	Industrial/Organizational Psychology	Committee	(MA –Portland State University)
14. Demsky, Caitlin	Industrial/Organizational Psychology	Committee	(MA –Portland State University)
15. Daniel, Charles	Psychology	McNeir Advisor	(BS, Portland State University)
16. Mills, Katie	Psychology	McNeir Advisor	(BS, Portland State University)
17. Strobel, Karen	Education & Psychology	Primary Advisor	(PhD – Stanford University)
18. Quihuis, Gisell	Education & Psychology	Primary Advisor	(PhD – Stanford University)
19. Haydel, Angela	Education & Psychology	Primary Advisor	(PhD – Stanford University)
20. Galloway, Mollie	Education & Psychology	Primary Advisor	(PhD – Stanford University)
21. Gehlbach, Hunter	Education & Psychology	Primary Advisor	(PhD – Stanford University)
22. Lau, Shun	Education & Psychology	Primary Advisor	(PhD – Stanford University)
23. Stephens, Jason	Education & Psychology	Primary Advisor	(PhD – Stanford University)
24. Keller, Laura	Education	Primary Advisor	(MA – Stanford University)
25. McKinnon, Hillary	Education	Primary Advisor	(MA – Stanford University)
26. Wolf, Michael	Education	Primary Advisor	(MA – Stanford University)
27. Gonzalez, Rita	Education & Psychology	Committee	(PhD – Stanford University)
28. Avila, Salvador	Education	Committee	(PhD – Stanford University)
29. Ayala, Carlos	Education	Committee	(PhD – Stanford University)
30. Casey-Cannon, S.	Education & Psychology	Committee	(PhD – Stanford University)
31. Gallagher, Larry	Education & Psychology	Committee	(PhD – Stanford University)
32. Haynie, Kathy	Education & Psychology	Committee	(PhD – Stanford University)
33. Henderlong, Jen	Psychology	Committee	(PhD – Stanford University)
34. Huard, Ruth	Education & Psychology	Committee	(PhD – Stanford University)
35. Intrator, Sam	Education	Committee	(PhD – Stanford University)
36. Jackson, Doug	Education & Psychology	Committee	(PhD – Stanford University)
37. Laird, Jennifer	Sociology	Committee	(PhD – Stanford University)
38. Li, Min	Education	Committee	(PhD – Stanford University)
39. Lin, I-Chun	Sociology	Committee	(PhD – Stanford University)
40. Lopez, Derek	Education & Psychology	Committee	(PhD – Stanford University)
41. Maximovitch, T.	Education & Psychology	Committee	(PhD – Stanford University)
42. Moore, Melanie	Education & Psychology	Committee	(PhD – Stanford University)
43. Nhuan, Vi	Education & Psychology	Committee	(PhD – Stanford University)
44. Sheila Henderson	Education & Psychology	Committee	(PhD – Stanford University)
45. Bangser, Jill	Education	Honors Advisor	(BA, Stanford University)
46. Huang, Susan S.	Education	Honors Advisor	(BA, Stanford University)
47. King, Sara Grace	Education	Honors Advisor	(BA, Stanford University)
48. Zermeno, Crystal	Education	Honors Advisor	(BA, Stanford University)

SCIENTIFIC JOURNAL PUBLICATIONS

- Crain, T., Schonert-Reichl, K. & **Roeser, R.W.** (2016). Cultivating teacher mindfulness: Effects of a randomized-controlled trial on work, home, and sleep outcomes. *Journal of Occupational Health Psychology*.
- Roeser, R.W.** & Eccles, J.S. (2015). Mindfulness and compassion in human development: Introduction to the special section. *Developmental Psychology*, 51, 1-6.
- Taylor, C., Harrison, J., Haimovitz, K., Oberle, E., Thomson, K., Schonert-Reichl, K., & **Roeser, R.W.** (2015). Examining Ways That a Mindfulness-Based Intervention Reduces Stress in Public School Teachers: a Mixed-Methods Study. *Mindfulness*, 1-15.
- Roeser, R.W.** & Pinela, C. (2014). Mindfulness and compassion training in adolescence: A developmental contemplative science perspective. *New Directions in Youth Development*, 9-24.
- Rao, M.A., Berry, R., Gonsalves, A., Hastak, Y., Shah, M., & **Roeser, R.W.** (2013). Globalization and the Identity Remix Among Urban Adolescents in India. *Journal of Research on Adolescence*, 23, 9-24.
- Roeser, R.W.** (2013). Mindfulness and Human Development: Introduction to the Special Issue. *Journal of Human Development*. 10, 1–11.
- Roeser, R.W.**, Schonert-Reichl, K. A., Jha, A., Cullen, M., Wallace, L., Wilensky, R., Oberle, E., Thomson, K., Taylor, C. & Harrison, J. (2013). Mindfulness training and reductions in teacher stress and burnout: Results from two randomized, waitlist-control field trials. *Journal of Educational Psychology*, 105, 787-804. doi: 10.1037/a0032093.
- Benn, R., Akiva, T., Arel, S., & **Roeser, R.W.** (2012). Mindfulness training effects for parents and educators of children with special needs. *Developmental Psychology*, 48, 1476-1487.
- Benn R, Akiva T., Arel S., **Roeser, R.W.**, Eccles J.S. (2012). Reducing Stress and Cultivating Well Being in Educators and Parents with Special Needs Children. *BMC Complementary and Alternative Medicine* 2012, 12 (Suppl 1):P80.
- Mind and Life Education Research Network (2012). Contemplative practices and mental training: Prospects for American education. *Child Development Perspectives*, 6, 146–153.
- Roeser, R.W.** & Zelazo, P.D.R. (2012). Contemplative science, education and child development: Introduction to the Special Section. *Child Development Perspectives*, 6, 143-145.
- Roeser, R.W.**, Skinner, E., Beers, J., & Jennings, P. A. (2012). Mindfulness training and teachers' professional development: An emerging area of research and practice. *Child Development Perspectives*, 6, 167–173.
- Roeser, R.W.** (2012). Mindfulness as a self-care strategy for emerging adults. *Focal Point: Young Adults & Mental Health – Healthy Body – Healthy Mind*, 26, 11-14.
- Abo-Zena, M.M., Warren, A.E.A., Issac, S.S., Du, D. Lerner, R.M., Phelps, E. & **Roeser, R.W.** (2009). Methodological note: on using personal digital assistants (PDAs) for survey administration in the study of youth development. *Journal of Youth Development*, 4, 1-9.
- Roeser, R.W.** & Peck, S.C. (2009). An education in awareness: Self, motivation and self-regulation in contemplative perspective. *Educational Psychologist*, 44, 119-136.

SCIENTIFIC JOURNAL PUBLICATIONS (continued)

- Norris, S.A., **Roeser, R.W.**, Richter, L.M., Ginsburg, C., Lewin, N., Taole, E., Fleetwood, S.A. & van der Wolf, K. (2008). South African-ness Among Adolescents: The emergence of a collective identity with the Birth to Twenty Cohort Study. *Journal of Early Adolescence, 28*, 51-69.
- Peck, S., **Roeser, R.W.**, Zarrett, N.R. & Eccles, J.S. (2008). Exploring the role of extracurricular activity involvement in the educational resilience of vulnerable adolescents: Pattern- and variable-centered approaches. *Journal of Social Issues, 64*, 135-156.
- Roeser, R.W.**, Galloway, M., Casey-Cannon, S., Watson, C., Keller, L. & Tan, E. (2008). Identity representations in patterns of school achievement and well-being among early adolescent girls: Variable- and person-centered approaches. *Journal of Early Adolescence, 28*, 115-152.
- Lau, S. & **Roeser, R.W.** (2008). Cognitive abilities and motivational processes in science achievement and engagement: A person-centered analysis. *Learning and Individual Differences, 18*, 497-504.
- Roeser, R.W.** (2006). On the study of educational and occupational life-paths in psychology: Commentary on the special issue. *Educational Research and Evaluation, 12*, 409-421.
- Roeser, R.W.**, & Peck, S. C. (2003). Patterns and pathways of educational achievement across adolescence: A holistic-developmental perspective. 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 development in context* (pp. 39-62). San Francisco: Jossey-Bass.
- Haydel, A. & **Roeser, R.W.** (2002). On motivation, ability, and the perceived situation in science test performance: A person-centered approach with high school students. *Educational Assessment, 8*, 163-189.
- Lau, S. & **Roeser, R.W.** (2002). Cognitive abilities and motivational processes in high school students' situational engagement and achievement in science. *Educational Assessment, 8*, 139-162.
- Roeser, R.W.** (2002). Bringing a "whole adolescent" perspective to secondary teacher education: A case study of the use of an adolescent case study. *Teaching Education, 13*, 155-178.
- Roeser, R.W.**, Shavelson, R.J., Kupermintz, H., Lau, S., Ayala, C., Haydel, A., Schultz, S., Gallagher, L., & Quihuis, G. (2002). The concept of aptitude and multidimensional validity revisited. *Educational Assessment, 8*, 191-205.
- Roeser, R.W.**, Strobel, K.R., Quihuis, G. (2002). Studying early adolescents' academic motivation, social-emotional functioning, and engagement in learning: Variable- and person-centered approaches. *Anxiety, Stress, and Coping, 15*, 345-368 .
- Shavelson, R.J., **Roeser, R.W.**, Kupermintz, H., Lau, S., Ayala, C., Haydel, A., Schultz, S., Gallagher, L., & Quihuis, G. (2002). Richard E. Snow's remaking of the concept of aptitude and multidimensional test validity: Introduction to the special issue. *Educational Assessment, 8*, 77-99.
- Tyson, J, **Roeser, R.W.**, Eccles, J.S., & Sameroff, A.J. (2001). Persistence and Desistence over Time: Ecological Correlates of Conduct Disorder. *Aggressive Behavior, 27*, 255.

SCIENTIFIC JOURNAL PUBLICATIONS (continued)

- Anderman, E.M., Eccles, J.S., Yoon, K.S., **Roeser, R.**, Wigfield, A., & Blumenfeld, P. (2001). Learning to value mathematics and reading: Relations to mastery and performance-oriented instructional practices. *Contemporary Educational Psychology, 26*, 76-95.
- Roeser, R.W.** (2001). To cultivate the positive: Introduction to the special issue on schooling and mental health issues. *Journal of School Psychology, 39*, 99-110.
- Roeser, R.W.**, Vanderwolf, K., & Strobel, K.R. (2001). On the relation between social-emotional and school functioning during early adolescence: Preliminary findings from Dutch and American samples. *Journal of School Psychology, 39*, 111-139.
- Roeser, R.W.**, Eccles, J.S., & Sameroff, A.J. (2000). School as a context of social-emotional development: A summary of research findings. *Elementary School Journal, 100*, 443-471.
- Roeser, R.W.**, Eccles, J.S., & Freedman-Doan, C. (1999). Academic and emotional functioning in middle adolescence: Patterns, progressions, and routes from childhood. *Journal of Adolescent Research, 14*, 135-174.
- Stein, K.F., **Roeser, R.W.**, Markus, H.R. (1998). Self-schemas and possible selves as predictors and outcomes of risky behaviors in adolescents. *Nursing Research, 47*, 96-106.
- Roeser, R.W.**, Eccles, J.S. & Strobel, K. (1998). Linking the study of schooling and mental health: Selected issues and empirical illustrations at the level of the individual. *Educational Psychologist, 33*, 153-176.
- Roeser, R.W.**, Eccles, J.S., & Sameroff, A.J. (1998). Academic and emotional functioning in early adolescence: Longitudinal relations, patterns, and prediction by experience in middle school. *Development and Psychopathology, 10*, 321-352.
- Roeser, R.W.**, & Eccles, J.S. (1998). Adolescents' perceptions of middle school: Relation to longitudinal changes in academic and psychological adjustment. *Journal of Research on Adolescence, 88*, 123-158.
- Roeser, R.W.** (1998). On schooling and mental health: Introduction to the special issue. *Educational Psychologist, 33*, 129-133.
- Midgley, C., Kaplan, A., Middleton, M., Maehr, M. L., Urdan, T., Anderman, L. H., Anderman, E., & **Roeser, R.** (1998). The development and validation of scales assessing students' achievement goal orientations. *Contemporary Educational Psychology, 23*, 113-131.
- Roeser, R.W.**, & Midgley, C.M. (1997). Teachers' views of aspects of student mental health. *Elementary School Journal, 98*, 115-133.
- Roeser, R.W.**, Midgley, C.M., & Urdan, T.C. (1996). Perceptions of the school psychological environment and early adolescents' psychological and behavioral functioning in school: The mediating role of goals and belonging. *Journal of Educational Psychology, 88*, 408-422.
- Eccles, J.S., Flanagan, C., Lord, S.E., Midgley, C., **Roeser, R.W.**, & Yee, D. (1996). Schools, families, and early adolescents: What are we doing wrong and what can we do instead? *Developmental and Behavioral Pediatrics, 17*, 267-276.
- Pintrich, P., **Roeser, R.W.**, & De Groot, E.V. (1994). Classroom experience and middle school students' motivation and self-regulation. *Journal of Early Adolescence, 14*, 139-161.

GUEST-EDITED SCIENTIFIC JOURNALS

Mindfulness, Compassion and Human Development (2015)

Special Section of *Developmental Psychology*

Role: Guest Co-Editor of Special Section with J.S. Eccles

Contemplative Science, Education and Child Development (2012)

Special Section of *Child Development Perspectives*

Role: Guest Co-Editor of Special Section with P.D. Zelazo

Person-Centered Approaches to Studying Development in Context (2003)

Special Issue of *New Directions for Child and Adolescent Development*

Role: Guest Co-Editor of Special Issue with S.C. Peck

A Multidimensional Approach to Achievement Validation (2002)

Special issue of *Educational Assessment*

Role: Guest Co-Editor of Special Issue with R.J. Shavelson

Schooling and Mental Health (2001)

Special issue of *Journal of School Psychology*

Role: Guest Editor of Special Issue

Schooling and Mental Health (1998)

Special issue of *Educational Psychologist*

Role: Guest Editor of Special Issue

EDITED SCHOLARLY BOOKS

Schonert-Reichl, K. & Roeser, R.W. (Eds.) (2016). *The Handbook of Mindfulness in Education: Integrating Theory and Research into Practice*. New York: Springer.

Lerner, R.M, Roeser, R.W., & Phelps, E. (Eds.) (2008). *Positive youth development and spirituality: From theory to research*. West Conshohocken, PA: Templeton Foundation Press.

BOOK CHAPTERS

- Roeser, R.W.** (2016). Mindfulness in students' motivation and learning in school. In K. Wentzel & D. Miele (Eds.), *Handbook on Motivation at School*. New York: Taylor & Francis.
- Eccles, J.S. & **Roeser, R.W.** (2016). School and community influences on human development. In M.H. Boorstein & M.E. Lamb (Eds.), *Developmental Psychology: An Advanced Textbook, Seventh Edition*. Hillsdale, NJ: Erlbaum.
- Roeser, R.W.** (2016). Processes of teaching, learning and transfer in mindfulness-based interventions (MBIs) for teachers: A Contemplative Educational Perspective. In K. Schonert-Reichl & R.W. Roeser (Eds.), *Handbook of Mindfulness in Education: Theory, Research, Practice and Future Directions*. New York: Springer.
- Schonert-Reichl, K. & Roeser, R.W.** (2016). Mindfulness in education: Introduction and overview of the handbook. In K. Schonert-Reichl & R.W. Roeser (Eds.), *Handbook of Mindfulness in Education: Theory, Research, Practice and Future Directions*. New York: Springer.
- Roeser, R.W.** (2014). The emergence of mindfulness-based interventions in educational settings. In T. Urdan and S. Karabenick (Eds.), *Motivational Interventions* (pp. 379-419). Emerald Group Publishing Limited.
- Roeser, R.W.** & Eccles, J.S., (2014). Schooling and the mental health of children and adolescents in the United States. In M. Lewis & K.D. Rudolph (Eds.), *Handbook of Developmental Psychopathology, 3rd Edition* (pp. 163-184). New York: Springer.
- Roeser, R.W.**, Vago, D.R., Pinela, C., Morris, L. S., Taylor, C., & Harrison, J. (2014). Contemplative Education: Cultivating ethical development through mindfulness training. In L. Nucci, D. Narvaez & T. Krettenauer (Eds.) *Handbook of Moral and Character Education*, (pp. 223-247). New York: Routledge.
- Roeser, R.W.**, Taylor, C. & Harrison, J. (2013). Self-enhancement through self-transcendence: Towards mindful middle schools for teaching and learning. In K. Roney & RP Lipka (Eds.), *Middle Grades Curriculum: Voices and Visions of the Self-Enhancing School* (pp. 179-211). Albany, New York: State University of New York Press.
- Jennings, P., Lantieri, L. & **Roeser, R.W.** (2012). Supporting educational goals through cultivating mindfulness: Approaches for teachers and students. In P.M. Brown, M.W. Corrigan & A. Higgins-D'Alessandro (Eds.), *Handbook of Prosocial Education*. Rowan & Littlefield: Lanham, Maryland.
- Eccles, J.S. & **Roeser, R.W.** (2012). School influences on human development. In L.C. Mayes & M. Lewis (Eds.), *The Cambridge Handbook of Environment in Human Development* (pp. 259-283). Cambridge, England: Cambridge University Press.
- Urry, H.L., **Roeser, R.W.**, Lazar, S.W., & Poey, A.P (2011). Prefrontal cortical activation during emotion regulation: Linking religious/spiritual practices with well-being. In AEA Warren, RM Lerner & E Phelps (Eds.) *Thriving and Spirituality Among Youth: Research Perspectives and Future Possibilities*, John Wiley & Sons, Inc., Hoboken, NJ, USA. doi: 10.1002/9781118092699.ch2
- Suarez-Orozco, C., Singh, S., Abo-Zena, M., Du, D. & **Roeser, R.W.** (2011). The Role of Religion & Worship Communities in the Positive Development of Immigrant Youth. In AEA Warren, RM Lerner & E Phelps (Eds.) *Thriving and Spirituality Among Youth: Research Perspectives and Future Possibilities*. John Wiley & Sons, Inc., Hoboken, NJ, USA. doi: 10.1002/9781118092699.ch12

BOOK CHAPTERS (continued)

- Mariano, J.M., **Roeser, R.W.**, Greathouse, P.T. & Koshy, S.S.I. (2011). Religious adolescents' views of success and spirituality. In AEA Warren, RM Lerner & E Phelps (Eds.) *Thriving and Spirituality Among Youth: Research Perspectives and Future Possibilities*, John Wiley & Sons, Inc., Hoboken, NJ, USA. doi: 10.1002/9781118092699.ch9
- Feldman, D.H., Abo-Zena, M.M., Warren, A.E.A., & **Roeser, R.W.** (2011). When beliefs fit and when they don't: Religious conversion, spirituality, and positive youth development. In AEA Warren, RM Lerner & E Phelps (Eds.) *Thriving and Spirituality Among Youth: Research Perspectives and Future Possibilities*, John Wiley & Sons, Inc., Hoboken, NJ, USA. doi: 10.1002/9781118092699.ch7
- Eccles, J.S. & **Roeser, R.W.** (2010). School and community influences on human development. In M.H. Boorstein & M.E. Lamb (Eds.), *Developmental Psychology: An Advanced Textbook. Sixth Edition*. Hillsdale, NJ: Erlbaum.
- Roeser, R.W.**, Urdan, T. C. & Stephens, J.M. (2009). School as a context of motivation and development. In K.R. Wentzel & A. Wigfield, (Eds.), *Handbook of Motivation at School* (pp. 381-410). New York: Routledge.
- King, P.D. & **Roeser, R.W.** (2009). Religion and spirituality in adolescent development. In R.M. Lerner & L. Steinberg (Eds.), *Handbook of Adolescent Psychology, 3rd Edition* (pp. 435-478). Hoboken, NJ: Wiley.
- Eccles, J.S. & **Roeser, R.W.** (2009). Schools, academic motivation, and Stage-Environment Fit. In R.M. Lerner & L. Steinberg (Eds.), *Handbook of Adolescent Psychology, 3rd Edition* (pp. 404-427). Hoboken, NJ: Wiley.
- Wigfield, A., Eccles, J.S., **Roeser, R.W.**, & Schiefele, U. (2008). Development of achievement motivation. In W. Damon & R.M. Lerner (Eds.), *Developmental Psychology: An Advanced Coursebook*. New York: Wiley.
- Roeser, R.W.**, Issac, S., Abo-Zena, M. & Brittain, A. (2008). Self and identity processes in positive youth development and spirituality. In R.M. Lerner, R.W. Roeser, & E. Phelps (Eds.), *Positive Youth Development and Spirituality: From theory to research* (pp. 74-105). West Conshohocken, PA: Templeton Foundation Press.
- Wigfield, A., Eccles, J.S., Schiefele, U., **Roeser, R.W.**, & Kean, P.D. (2006). Development of achievement motivation. In W. Damon & R.M. Lerner (Series Eds.) & N. Eisenberg (Volume Ed.), *Handbook of Child Psychology, 6th Edition, Vol. 3, Social, Emotional and Personality Development* (pp. 933–1002). New York: Wiley.
- Roeser, R.W.**, Peck, S.C. & Nasir, N.S. (2006). Self and identity processes in school motivation, learning, and achievement. In P.A. Alexander & P.H. Winne, (Eds.). *Handbook of educational psychology, 2nd edition* (pp. 391-424). Mahwah, NJ: Lawrence Erlbaum.
- Eccles, J. S., **Roeser, R.W.**, Vida, M. Fredricks, J. & Wigfield, A. (2006). Motivational and achievement pathways through middle childhood. In L. Balter and C. S. Tamis-LeMonda (Eds.), *Child psychology: A handbook of contemporary issues, 2nd Edition* (pp. 325-356). New York: Taylor & Francis.
- Roeser, R.W.** (2005). An introduction to Hindu India's contemplative spiritual views on human motivation, selfhood, and development. In M.L. Maehr & S.A. Karabenick (Eds.), *Advances in Motivation and Achievement, Volume 14: Religion and motivation*. (pp. 297-345). New York: Elsevier.

BOOK CHAPTERS (continued)

- Roeser, R.W.** (2005). Stage-environment Fit Theory. In C.B. Fisher & R.M. Lerner (Eds.), *Encyclopedia of Applied Developmental Science, Volume 2* (pp. 1055-1059). Thousand Oaks, CA: Sage.
- Roeser, R.W.** (2004). Competing schools of thought in achievement goal theory? In M.L. Maehr & P.R. Pintrich (Eds.), *Advances in Motivation and Achievement, Volume 13: Motivating Students, Improving Schools* (pp. 265-299). New York: Elsevier.
- Eccles, J.S. & **Roeser, R.W.** (2003). Schools as developmental contexts. In G. Adams & M.D. Berzonsky (Eds.), *Blackwell Handbook of Adolescence* (pp. 129-148). Malden, MA: Blackwell Publishing.
- Roeser, R.W.** (2002). Cultivating habits of heart and mind: Toward a balanced approach to educational reform in the 21st Century. *Thinking Qualities Initiative, Conference Proceedings 2001-2002*. Kowloon Tong, Hong Kong: Hong Kong Baptist University Printing Press.
- Roeser, R.W.** & Galloway, M.G. (2002). Studying motivation to learn in early adolescence: A holistic perspective. In T. Urdan & F. Pajares (Eds.), *Academic motivation of adolescents: Adolescence and Education, Volume II* (pp. 331-372). Greenwich, CT: Information Age Publishing.
- Roeser, R.W.**, Marachi, R., & Gelbach, H. (2002). A goal theory perspective on teachers' professional identities and the contexts of teaching. In C.M. Midgley (Ed.), *Goals, goal structures, and patterns of adaptive learning* (pp. 205-241). New Jersey: Erlbaum.
- Roeser, R.W.**, & Lau, S. (2002). On academic identity formation in middle school settings during early adolescence: A motivational-contextual perspective. In T. M. Brintaupt & R.P. Lipka (Eds.), *Understanding early adolescent self and identity: Applications and interventions* (pp. 91-131). Albany, New York: State University of New York Press.
- Roeser, R.W.**, & Eccles, J.S., (2000). Schooling and Mental Health. A.J. Sameroff, M. Lewis, & S.M. Miller (Eds.), *Handbook of Developmental Psychopathology, Second Edition* (135-156). New York: Plenum.
- Eccles, J.S. & **Roeser, R.W.** (1999). School and community influences on human development. In M.H. Boorstein & M.E. Lamb (Eds.), *Developmental Psychology: An Advanced Textbook, Fourth Edition* (pp. 503-554). Hillsdale, NJ: Erlbaum.
- Eccles, J. S., **Roeser, R.W.**, Wigfield, A., & Freedman-Doan, C. (1999). Academic and motivational pathways through middle childhood. In L. Balter and C. S. Tamis-Lemonda (Eds.), *Child psychology: A handbook of contemporary issues* (pp.287-317). New York: Taylor & Francis.
- Eccles, J.S., Lord, S., & **Roeser, R.W.**, Barber, B., & Hernandez-Jozefowicz, D. (1997). The association of school transitions in early adolescence with developmental trajectories through high school. In J. Schulenberg, J. Maggs, & K. Hurrelmann (Eds.), *Health risks and developmental transitions during adolescence* (pp. 283-320). New York: Cambridge University Press.
- Eccles, J.S., Lord, S., & **Roeser, R.W.** (1996). Round holes, square pegs, rocky roads, and sore feet: A discussion of stage-environment fit theory applied to families and school. In D. Cicchetti & S.L. Toth (Eds.), *Rochester Symposium on Developmental Psychopathology, Volume VII: Adolescence: Opportunities and Challenges* (pp. 47-92). Rochester, NY: University of Rochester Press.

INVITED TALKS

- Roeser, R.W.** (2016, November). *School systems, educational reform and mindfulness training: Questions, findings, more questions*. Keynote Lecture at the biennial meeting of the International Symposium for Contemplative Studies, San Diego, CA.
- Roeser, R.W.** (2016, May). *Mindfulness enters the mainstream: The case of the human service professions*. Invited Talk for the Owens Institute for Behavioral Research, University of Georgia, Athens GA.
- Roeser, R.W.** (2016, January). *Mindfulness in Education: Theory, research and future directions*. Invited talk for the Committee on Education, University of Chicago.
- Roeser, R.W.** (2015, April). *Reflections on the current state of mindfulness research in applied settings*. Invited talk delivered at the Mindful Families, Schools and Communities: Research-to-Practice Promoting Child Well-being. Center for Child and Family Well-being, University of Washington, Seattle.
- Roeser, R.W.** (2015, March). *Mindfulness training in education for teachers and students*. Invited talk delivered at the School of Psychological Science Colloquium, Oregon State University, Corvallis, OR.
- Roeser, R.W.** (2014, November). *Improving occupational health and well-being through mindfulness training: The case of education*. Invited talk to the Healthy Workplace Place Solutions: From Research to Practice Conference, Portland State University, Portland, OR.
- Roeser, R.W.** & Jackson, Y. (2014, October). *The awakened educator: On contemplative practice, applied research and social transformation in education*. Invited talk delivered at the preconference of the 2nd International Symposium for Contemplative Studies, Boston, MA.
- Roeser, R.W.** (2014, May). *Promoting wellness, teaching and learning in schools through mindfulness training*. Invited talk delivered at the Umbrella Tour Event, Portland State University, Portland, OR.
- Roeser, R.W.** (2013, October). *Caring for the care-givers: Mindfulness and compassion training for teachers*. Invited talk delivered at the Contemplative Practices to Promote Child and Family Well-Being, First Annual Conference. University of Wisconsin, Madison.
- Roeser, R.W.** (2013, June). *Train your body and mind, change your brain and life*. Invited talk delivered at the Yoga Calm Conference, Portland, OR.
- Roeser, R.W.** (2013, May). *A scientists' perspective: Mindfulness training for parents, teachers and children*. Invited talk delivered at the Heart-Mind Conference of the Dalai Lama Center for Peace and Education, Vancouver, Canada.
- Roeser, R.W.** (2013, April). *The science of mindfulness in education and human development*. Invited talk delivered at the Mindful Families, Schools and Communities: Research-to-Practice Promoting Child Well-being. Center for Child and Family Well-being, University of Washington, Seattle.
- Roeser, R.W.** (2010, December). *Mindfulness in Education: Big ideas, research beginnings and future prospects*. Paper presented at *Symposium on Buddhism and Science*, Maitripa College, Portland Oregon.
- Roeser, R.W.**, Lerner, R.M., Phelps, E., Urry, H., Lazar, S., Issac, S.S., Abo-Zena, M., Alberts, A.E., & Du, D. (2007, March). *The role of spiritual development in growth of purpose, generosity, and psychological health in adolescence*. Invited presentation to the Fourth Biennial SRCD Pre-conference on Religious and Spiritual Development, *Society for Research in Child Development* (SRCD) Biennial Meeting, Boston, MA.

INVITED TALKS (continued)

- Roeser, R.W.** (2002, June). *Cultivating habits of heart and mind: Toward a balanced approach to educational reform in the 21st Century*. Keynote address presented at the annual Thinking Qualities Initiative Conference. Hong Kong Baptist University, Hong Kong.
- Roeser, R.W.** (2000, April). *On motivation and mental health in the classroom: Toward a pedagogy of the "whole child."* Invited address for the University of Houston Educational Psychology Student Conference, Houston.
- Roeser, R.W.** (1999, April). *On the role of schooling in adolescent development*. Invited address for the Division 15 Dissertation Award at the annual meeting of the American Psychological Association, Boston.
- Roeser, R.W.** (1997, April). *How can we know the dancer from the dance? Some different ways of looking at adolescent development*. Invited Address for the Adolescence Special Interest Group presented at the annual meeting of the American Educational Research Association, Chicago.

CONFERENCE PRESENTATIONS

- Rickert, N.P., Choles, J., Taylor, C., Harrison, J., Pinela, C., Mashburn, A.J., Skinner, E & **Roeser, R.W.** (2016, April). *Teacher mindfulness and student engagement in the classroom*. Poster presented at the biennial meeting of the International Symposium for Contemplative Studies, San Diego, CA.
- Rickert, N.P., Taylor, C., Harrison, J., Pinela, C., Saxton, E., Robbeloth, J., Stadel, T. Mashburn, A.J., Skinner, E & **Roeser, R.W.** (2016, April). *Teacher mindfulness in the classroom*. Paper presented at the biennial meeting of the Society for Research on Adolescence, Baltimore MD.
- Taylor, C., Pinela, C. Rickert, N.P., Harrison, J., Saxton, E., Stadel, T. Mashburn, A.J., Skinner, E & **Roeser, R.W.** (2016, November). *A case-comparative study of mindfulness training in different middle school settings: Teacher, classroom and student outcomes*. Poster presented at the biennial meeting of the International Symposium for Contemplative Studies, San Diego, CA.
- Roeser, R.W.**, Mashburn, A.J., Sorenson, J., Bahan, M., Cullen, M., Dicker, R. Harrison, J., Pinela, C. Taylor, C.L., Tremaine, E. & Yelverton, R. (2015, April). *Assessing potential impacts of mindfulness-based interventions for teachers and students in the early childhood years*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Taylor, C.L. Bahan, M., Pinela, C. Harrison, J., Mashburn, A.J. & **Roeser, R.W.** (2015, April). *Qualitative assessments of the impacts and transfer processes of mindfulness-based interventions for early childhood educators and students*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Pinela, C.N., Tremaine, E., Bahan, M., Mashburn, A.J. & **Roeser, R.W.** (2014, March). Investigating the role of self-regulatory and prosocial processes in predicting academic achievement and prosocial behavior. Paper presented at the biennial conference of the *Society for Research on Child Development*, Philadelphia, PA.
- Roeser, R.W.** & Mashburn, A.J. (2014, October). *Empowering P-3 educators and students through mindfulness training: The MP3 project*. Paper presented at the 2nd International Symposium for Contemplative Studies, Boston, MA.
- Roeser, R.W.**, Schonert-Reichl, K.S., Taylor, C.L., Harrison, J., & Cullen, M. (2014, May). *Mindfulness training and stress reduction in teachers: Findings and potential mediating mechanisms*. Paper presented at the *Annual Meeting of the Society for Prevention Research*, Washington DC.

CONFERENCE PRESENTATIONS (continued)

- Taylor, C.L., Urdan, T.L., Cullen, M.M. & **Roeser, R.W.** (2014, April). *A qualitative study of the effects of mindfulness training on teachers' professional dispositions and classroom instruction*. Paper presented at the *Annual Meeting of the American Educational Research Association*, Philadelphia, PA.
- Pinela, C.N., Christensen, C., Bahan, M., & **Roeser, R.W.** (2014, March). Qualitative case studies of schools using contemplative practices with adolescents in India. Paper presented in symposium "Mindfulness Training and Adolescent Development: Emerging Theory and Research from Three Countries" at the biennial conference of the *Society for Research on Adolescence*, Austin, TX.
- Crain, T.L., Schonert-Reichl, K.A. & **Roeser, R.W.** (2013, May). *Teaching mindfulness to teachers: Effects on work, home and sleep*. Paper presented at the American Psychological Association Meeting on Work, Stress and Health, Los Angeles, CA.
- Pinela, C.N., Christensen, C., Dicker, R.A., & **Roeser, R.W.** (2013, June). Adolescents' perspectives on contemplative education in India. Poster presented at the annual meeting of the *Mind and Life Summer Research Institute*, Garrison, NY.
- Roeser, R.W.** & Schonert-Reichl, K. (2013, May). *Mindfulness training reduces occupational teacher stress and burnout*. Paper presented at the biennial meeting of the European Association for Research on Learning and Instruction, Munich, Germany.
- Roeser, R.W.** & Cullen, M. (2013, February). Mindfulness in education: Teaching teachers for transfer. Research paper to be presented at the conference *Bridging the Hearts and Minds of Youth: Clinical practice, Education and Research* at University of California, San Diego School of Medicine, San Diego, CA.
- Peck, S.C., Malanchuk, O., **Roeser, R.W.** & Eccles, J.S. (2012, October). *The effects of self-regulation on educational pathways for high risk youth*. Poster presented at the special meeting of the Society for Research on Child Development, Tampa, FL.
- Rao, M.A. & **Roeser, R.W.** (2012, October). *Globalization and adolescents' decision-making about their future in Urban India*. Poster presented at the special meeting of the *Society for Research on Child Development*, Tampa, FL.
- Roeser, R.W.** (2012, May). Mindfulness in Education: Attending to the lifelong development of educators, parents and students. Paper presented at the annual meeting of the *Jean Piaget Society*, Toronto, Canada.
- Roeser, R.W.** (2012, May). An introduction to child development, education and contemplative science. Paper presented at the *Developmental Contemplative Science Preconference to the Annual Meeting of the Jean Piaget Society*, Toronto, Canada.
- Harrison, J., Taylor, C. Denne, T. & **Roeser, R.W.** (2012, April). Comparing the Feasibility and Efficacy of Two Different Length Mindfulness-Based Stress Reduction Programs for Teachers. *Annual Meeting of the American Educational Research Association*, Vancouver, BC, Canada.
- Roeser, R.W.** (2012, April). Mindfulness training for public school teachers: Rationales, processes and outcomes. Paper presented as part of the symposium "Mindfulness Training for Teachers, Parents and Students," *International Symposium for Contemplative Studies*, Denver, CO.
- Roeser, R.W.** & Eccles, J.S. (2012, May). Contemplative practices and adolescent development. Paper presented at the *Developmental Contemplative Science Preconference to the Annual Meeting of the Jean Piaget Society*, Toronto, Canada.
- Roeser, R.W.**, Horn-Keller, P., Stadick, M., & Urdan, T. (2012, April). Teaching, learning and transfer in a mindfulness-based stress reduction program for teachers. Paper presented at the annual meeting of the *American Educational Research Association*, Vancouver, BC, Canada.

CONFERENCE PRESENTATIONS (continued)

- Taylor, C., Harrison, J. Beers, J., Schonert-Reichl, K., & **Roeser, R.W.** (2012, April). Examining the Effects of a Mindfulness-based Stress Reduction Program for Teachers on Coping Processes. Paper presented at the annual meeting of the *American Educational Research Association*, Vancouver, BC, Canada.
- Akiva, T., Arel, S., Benn, R., Eccles, J.S. & **Roeser, R.W.** (2011, April). Mindfulness-based professional development for special educators: Participant observation and interview findings from a randomized control pilot study. Paper presented at the biennial meeting of the *Society for Research on Child Development*, Montreal, Canada.
- Brittian, A.S., Norris, S.A., **Roeser, R.W.** & Richter, L.M. (2011, April). Examining the structure and function of South African Adolescents' ethnic-cultural identity: Relations to self-esteem. *Biennial Meeting of the Society for Research in Child Development (SRCD)*, Montreal, Canada.
- Haimovitz, K, Carlson, B., Schonert-Reichl, K., Jha, A., Wilensky, R. Cullen, M.M., Wallace, L. & **Roeser, R.W.** (2011, April). Cultivating forgiveness and compassion through a mindfulness-based program for teachers: Results from two field interventions. *Annual Meeting of the American Educational Research Association*, New Orleans, LA.
- Roeser, R.W.**, Cullen, M.M., Schonert-Reichl, K., Jha, A., Wilensky, R., Baynard, K.L., Taylor, C. & Crain, A. (2011, April). Promoting stress reduction, rest and resilience through a mindfulness-based intervention for public school teachers. *Biennial meeting of the Society for Research on Child Development*, Montreal, Canada.
- Roeser, R.W.**, Sims, J., Mills, K. & Carlson, B. (2011, April). Pilot study of a Music-based Mindfulness Training (MBMT) for stress-reduction among college-attending adults. *Biennial Meeting of the Society for Research in Child Development (SRCD)*, Montreal, Canada.
- Mariano, J.M., **Roeser, R.W.**, Greathouse, P.T. & Koshy, S.S.I. (2010, January). What it means to be successful and what it means to be spiritual: View of religious adolescents in the North Eastern United States. *Eighth Annual Hawaii International Conference on Education*, Oahu, Hawaii.
- Roeser, R.W.**, Schonert-Reichl, K., Cullen, M.M., Jha, A., Oberle, E., Thomson, K., Taylor, C. & Best, M. (2010, April). Testing the efficacy and effectiveness of a mindfulness-based professional development program for teachers: A randomized waitlist control study. *Annual Meeting of the American Educational Research Association*, Denver, CO.
- Roeser, R.W.**, Schonert-Reichl, K., & Cullen, M.M. (2010, April). Testing the Feasibility and Effectiveness of a Mindfulness-based Professional Development Program for Public School Teachers. *Annual Center for Mindfulness Conference*, Worcester, MA.
- Du, D., **Roeser, R.W.**, Issac, S.S., Warren, A.E.A., Abo-Zena, M.M., Phelps, E. & Lerner, R.M. (2009, April). *Religious involvement and positive outcomes in immigrant youth: religious identity, social support, and peers as mediators*. Poster presented at the biennial meeting of the Society for Research in Child Development (SRCD), Denver, CO.
- Peck, S.C., Zarrett, N., **Roeser, R.W.** & Eccles, J.S. (2009). *The effects of extracurricular activity quality on educational pathways using a pattern-centered approach to modeling selection factors*. Poster presented at the biennial meeting of the Society for Research on Child Development, Denver, CO.

CONFERENCE PRESENTATIONS (continued)

- Roeser, R.W.**, Cullen, M.M., Schonert-Reichl, K., & Jha, A. (2009, November). Assessing the acceptability and feasibility of the SMART-in-Education program. *Paper presented at the Mindfulness in Education Conference, Park Day School, Oakland, CA.*
- Abo-Zena, M.M., **Roeser, R.W.**, Issac, S.S., Alberts, A.E., Du, D., Phelps, E. & Lerner, R.M. (March, 2008). *Religious Identity Development among Religious Majority and Minority Youth in the United States*. Poster presented at the Society for Research on Identity Formation, Chicago, Illinois
- Abo-Zena, M.M., **Roeser, R.W.**, Juang, L., Issac, S. & Du, D. (2008, April). On the relations of ethnic identity, religious/spiritual identity, and psychological well-being among immigrant adolescents. Paper presented as part of a symposium (R.W. Roeser, Organizer): *On the role of spirituality and religion in the lives of immigrant youth and their families* at the biennial meeting of the Society for Research on Adolescence, Chicago, IL.
- Roeser, R.W.**, Lerner, R.M., Jensen, L.A. & Alberts, A. (2008, April). Exploring the role of spirituality and religious involvement in patterns of social contribution among immigrant youth. Paper presented as part of a symposium (R.W. Roeser, Organizer). *On the role of spirituality and religion in the lives of immigrant youth and their families* at the biennial meeting of the Society for Research on Adolescence, Chicago, IL.
- Roeser, R.W.** & Lerner, R.M. (2008, January). *Youth Spiritual Identities in a Pluralistic World*. Paper presented in a symposium on Spirituality in Pluralistic World (Organizer: G. Roehlkepartain) at the World Congress on Psychology and Spirituality, Delhi, India.
- Urry, H.L., **Roeser, R.W.**, Lazar, S.W., Poey, A.P., Phelps, E. & Lerner, R.M. (2008). *Neural Circuits for Regulating Pleasant and Unpleasant Emotion: Beyond Reappraisal*. Submitted to 14th annual meeting of the Organization for Human Brain Mapping, Melbourne, Australia.
- Abo-Zena, M.M., **Roeser, R.W.**, Issac, S.S., & Lerner, R.M. (2007, October). On religion in the development of immigrant youth: A descriptive and functional analysis. Poster to be presented at the *On New Shores: Understanding Immigrant Children* conference at the University of Guelph, Guelph, Ontario.
- Issac, S.S., **Roeser, R.W.**, Abo-Zena, M.M., & Lerner, R.M. (2007, August). Understanding the influence of positive and negative models in adolescent spiritual development. Poster to be presented at the *European Conference on Developmental Psychology*, Jena, Germany.
- Issac, S.S., **Roeser, R.W.**, & Rao, M.A. (2007, March). Conceptualizations of religion and spirituality among Indian adolescents. Paper presented in symposium (R.W. Roeser, Organizer). Youth-centered views of religion, spirituality, and related concepts. Symposium presented at the biennial meeting of the *Society for Research in Child Development (SRCD)*, Boston, MA.
- Roeser, R.W.**, Issac, S. Abo-Zena, M., Goldstein, P. Phelps, E., Urry, H. Du, D., Lazar, S., Ofrat, S. Sharon' I., Alberts, A., Poey, A., & Lerner, R.M. (2007, October). Notes on the substance and functions of religion/ spirituality in human development during the second decade of life. Paper presented at annual meeting of the *Society for the Study of Human Development*, College Station, PA.

CONFERENCE PRESENTATIONS (continued)

- Roeser, R.W.**, Lerner, R.M., Phelps, E., Urry, H., Lazar, S., Issac, S.S., Abo-Zena, M., Alberts, A.E., & Du, D. (2007, March). The role of spiritual development in growth of purpose, generosity, and psychological health in adolescence. Invited presentation to the Fourth Biennial SRCD Pre-conference on Religious and Spiritual Development, *Society for Research in Child Development* (SRCD) Biennial Meeting, Boston, MA.
- Roeser, R.W.** (2007, October). *Contemplative education in Indian secondary schools*. Invited presentation to Mind Life Educational Research Network, Wellesley, MA.
- Rao, M.A. **Roeser, R.W.**, Hastak, Y., Gonsalves, A., Shah, M. & Berry, R., (2006, February). *On the relation between adolescents' emerging cultural identities and anticipated life choices*. Paper presented at the annual conference of the Indian Academy of Applied Psychology, Chennai, Tamil Nadu.
- Roeser, R.W.**, Berry, R., Hastak, Y., Shah, M., Rao, M.A., Gonsalves, A. & Bhatewara, S. (2006, April). *Exploring the varieties of moral and spiritual education in India: Implications for adolescents' spiritual development*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- Roeser, R.W.**, Rao, M.A., Berry, R., Gonsalves, A., Hastak, Y., Shah, M., & Bhatewara, S. (2006, March). *The modern and the mango tree: Assessing adolescents' identity development in India*. Paper presented at the biennial meeting of the Society for Research on Adolescence, San Francisco.
- Roeser, R.W.**, Rao, M.A., Shah, M., Hastak, Y., Gonsalves, A. & Berry, R. (2006, March). *A return to the varieties of religious experience: Research notes from India*. Paper presented as part of a symposium "Theoretical issues in the study of adolescent spiritual development" at the biennial meeting of the Society for Research on Adolescence, San Francisco.
- Roeser, R.W.** & Rodriguez, R. (2004, April). *On academic motivation, achievement, and the diversity of selfways in school during early adolescence*. Paper presented at the annual meeting of American Educational Research Association, San Diego, CA.
- Roeser, R.W.** (2004, July). *The diversity of selfways in school during adolescence project*. Paper presented at the annual meeting of William T. Grant Faculty Scholars Program, Vail, CO.
- Roeser, R.W.** & Peck, S. C. (2004, October). *Developmental notes on self, emotion, and learning: A tribute to the mentorship and memory of Paul R. Pintrich*. In S. A. Karabenick (Chair), *Motivation and socio-emotional Processes*. Symposium conducted at the University of Michigan, Combined Program in Education and Psychology Tribute to Paul R. Pintrich, Ann Arbor, MI.
- Eccles, J.S., Peck, S.C., **Roeser, R.W.**, & Davis-Kean, P. (2003, August). *Pattern-centered study of the effects of family, peer, and school contexts on adolescent mental health development*. Symposium paper presented at the European Association for Research on Adolescence, Milan, Italy.

CONFERENCE PRESENTATIONS (continued)

- Cotner, T. & **Roeser, R.W.** (2003, April). *Linking the formal and informal dimensions of life in high school art classes to students' art-related motivation, performance, and choice*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Roeser, R.W.**, Galloway, M.G., Watson, C.M., Tan, E., Casey-Cannon, S., & Keller, L. (2003, March). *Studying configurations of self esteem and scholastic competence among subgroups of early adolescent females*. Paper presented at the biennial meeting of the Society for Research on Child Development, Tampa, FL.
- Roeser, R.W.**, Lowe, A., Sattler, R., Gehlbach, H., & Strobel, K.R. (2003, April). *On identity and motivation to learn among Latino adolescents: Patterns, dynamics, and relation to educational outcomes*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Stephens, J. & **Roeser, R.W.** (2003, April). *Quantity of motivation and qualities of classrooms: A person-centered comparative analysis of cheating in high school*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Roeser, R.W.** (2002, August). *On purpose and practice: Some contemplative Eastern reflections on the work of Carol Midgley*. Paper presented as part of a symposium at the annual meeting of the American Psychological Association, Chicago.
- Roeser, R.W.**, Galloway, M., Heusdens, W., De Boer, M, Van der wolf, K. (2002, April). *Exploring hierarchies of motives in high school students: A study of motivation to learn across three cultures*. Paper presented as part of a symposium at the Biennial Meeting of the Society for Research on Adolescence, New Orleans, LA.
- Gelhbach, H. & **Roeser, R.W.** (2002, April). *In search of motivational insurance: Assessing multiple outcomes in social studies classrooms*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Gehlbach, H. **Roeser, R.W.**, Perez, W. (2001, April). *Studying person x environment configurations of goals*. Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA.
- Haydel, A., **Roeser, R.W.** & Stanford Aptitude Project (2001, April). *Understanding links between students' motivational patterns, perceptions of, and performance on different types of science assessments*. Paper presented as part of a symposium at the annual meeting of the American Educational Research Association, Seattle, WA.
- Kupermintz, H. & **Roeser, R.W.**, & Stanford Aptitude Project (2001, April). *Another look at cognitive abilities and motivational processes in high school science achievement*. Paper presented as part of a symposium at the annual meeting of the American Educational Research Association, Seattle.
- Lau, S., **Roeser, R.W.**, Kupermintz, H. & Stanford Aptitude Project. (2001, April). *Cognitive abilities and motivational processes in high school students' science engagement and achievement*. Paper presented as part of a symposium at the annual meeting of the American Educational Research Association, Seattle.

CONFERENCE PRESENTATIONS (continued)

- Roeser, R.W.**, Galloway, M., Watson, C.M., Casey-Cannon, S., & Keller, L. (2001). *Exploring academic resilience and relational status among early adolescent females*. Paper presented at the annual meeting of the American Psychological Association, San Francisco, CA.
- Roeser, R.W.** (2001, April). *The adolescent case: Bringing a 'whole adolescent' perspective to secondary teacher education*. Paper presented as part of a symposium at the annual meeting of the American Educational Research Association, Seattle.
- Roeser, R.W.**, Peck, S.C., Eccles, J.S., & Sameroff, A.J. (2001, April). *Studying adolescents' educational trajectories, in context, over time: Problems and promises of pattern-centered techniques*. Paper presented as part of a symposium at the biennial meeting of the Society for Research on Child Development, Minneapolis, MN.
- Galloway, M., **Roeser, R.W.**, & Eccles, J.S. (2000, April). *Social and academic motivation among young showing different patterns of adjustment during the high school transition*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.
- Roeser, R.W.** & Peck, S. (2000, April). *On life space configurations in the prediction of adolescents' educational attainments and mental health*. Paper presented at the Biennial Meeting of the Society for Research on Adolescence, Chicago, IL.
- Vanderwolf, K. & **Roeser, R.W.** (2000, September). *Comparisons of Russian, American, and Dutch adolescents' self-reports of social-emotional and school functioning*. Paper presented at the annual meeting of the European Conference on Educational Research, Edinburgh, Scotland.
- Galloway, M., **Roeser, R.W.**, & Eccles, J.S. (2000, April). *Perceived adult social support among adolescents demonstrating different patterns of academic and social-emotional functioning*. Paper presented at the Biennial Meeting of the Society for Research Adolescence, Chicago, IL.
- Roeser, R.W.** & Peck, S. (1999, April). *Pathways of academic and emotional functioning from 7th to 11th grade: Personality and school contextual predictors*. Paper presented at the Biennial Meeting of the Society for Research on Child Development, Albuquerque, NM.
- Roeser, R.W.** (1999, April). *On the role of schooling in adolescent development*. Invited address for the Division 15 Dissertation Award. Paper presented at the annual meeting of the American Psychological Association, Boston.
- Roeser, R.W.**, Lau, S. & Midgley, C.M. (1999, April). *On studying academic motivation and mental health in early adolescents: Individual and contextual-level processes*. Paper presented as part of a symposium at the Biennial Meeting of the European Association for Research on Learning and Instruction, Gotenburg, Sweden.
- Roeser, R.W.** (1998, February). *School as a context of adolescents' social-emotional development*. Paper presented as part of a symposium at the Biennial Meeting of the Society for Research on Adolescence, San Diego.

CONFERENCE PRESENTATIONS (continued)

- Roeser, R.W.** & Quihuis, G. (1998, April). *Assessing motivational patterns in the middle school classroom: Relation to academic helplessness, academic mastery, and mental health*. Paper presented at the annual meeting of the American Educational Research Association, San Diego.
- Roeser, R.W.**, Quihuis, G., Strobel, K., & Lopez, D. (1998, February). *"Chance Life Events" in adolescence: A preliminary discussion*. Paper presented at the Biennial Meeting of the Society for Research on Adolescence, San Diego.
- Strobel, K.S. & **Roeser, R.W.** (1998, April). *Patterns of motivation and mental health in middle school: Relation to academic and emotional regulation strategies*. Paper presented at the annual meeting of the American Educational Research Association, San Diego.
- Wigfield, A., Eccles, J.S., & **Roeser, R.W.** (1998, August). *Relations of young children's ability-related beliefs to their subjective task values and performance*. Paper presented at the International Congress of Applied Psychology, San Francisco.
- Roeser, R.W.** (1997, March). *Interweaving lines of development? Assessing adolescents' school and psychological functioning across the middle school years*. Paper presented at the Biennial Meeting of the Society for Research on Child Development, Washington, D.C.
- Roeser, R.W.** (1997, April). *How can we know the dancer from the dance? Some different ways of looking at adolescent development*. Invited Address for the Adolescence Special Interest Group presented at the annual meeting of the American Educational Research Association, Chicago.
- Roeser, R.W.** (1997, October). *Research on transitions into and out of middle school*. Paper presented at Conference on Key Transitional Events sponsored by the National Institute on the Education of At-Risk Students of the Office of Educational Research and Improvement, Washington DC.
- Roeser, R.W.** & Eccles, J.S. (1997, April). *Locating and assessing "middle school experience:" The relation of school risk and protective factors to changes in adolescents' school and psychological functioning*. Paper presented at the annual meeting of the American Educational Research Association, Chicago.
- Roeser, R.W.** & Eccles, J.S. (1997, October). *Academic functioning and mental health in middle adolescence: Patterns, progressions, and routes from childhood*. Paper presented at the 3rd Brigham Young University Conference on Youth and Families, Sundance, UT.
- Roeser, R.W.**, Wong, C., & Eccles, J.S. (1997, March). *Differential treatment by race and ability in middle school and change in African- and European-American youths' adjustment*. Paper presented at the Biennial Meeting of the Society for Research on Child Development, Washington, D.C.
- Anderman, E., **Roeser, R.W.**, Blumenfeld, P., & Eccles, J.S. (1996, April). *Classroom influences on the valuing of reading*. Paper presented at the annual meeting of the American Educational Research Association, New York.

CONFERENCE PRESENTATIONS (continued)

- Fredricks, J.A., **Roeser, R.W.**, & Eccles, J.S., Blumenfeld, P. (1996, April). *A longitudinal study of classroom experience and changes in academic motivation during elementary school: An analysis of classroom typologies and student outcomes*. Paper presented at the annual meeting of the American Educational Research Association, New York.
- Roeser, R.W.**, & Midgley, C. (1996, April). *A preliminary sketch of issues involving student mental health during elementary school: View from the teacher's desk*. Paper presented at the annual meeting of the American Educational Research Association, New York.
- Stein, K.F., **Roeser, R.W.**, & Markus, H.R. (1996, April). *Cognitions of the self as regulators of adolescent alcohol misuse*. Paper presented at the annual meeting of the Midwest Nursing Research Society.
- Wood, S., **Roeser, R.W.**, & Linnenbrink, L. (1996, April). *Towards a further understanding of school goal structures: Subjective and objective measures*. Paper presented at the annual meeting of the American Educational Research Association, New York.
- Anderman, E., Yoon, K.S., **Roeser, R.**, & Blumenfeld, P. (1995, March). *Learning to value mathematics: Individual differences and classroom effects*. Paper presented at the bi-annual meeting of the Society for Research on Child Development, Indianapolis.
- Bigler, K., Anderman, E.A., & **Roeser, R.W.** (1995, April). *HLM analyses of students' perceptions of classroom climate*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- Roeser, R.W.**, Eccles, J.S., Yates, B., Lord, S.E., Harold, R., Wigfield, A., & Blumenfeld, P. (1995, August). *School adjustment and psychological well-being from childhood to early adolescence: A longitudinal investigation*. Paper presented at the annual meeting of the American Psychological Association, New York.
- Roeser, R.W.**, Patrick, H., Yoon, K., Anderman, E., & Eccles, J.E. (1995, April). *A longitudinal study of patterns of parent involvement across the elementary school years: Teacher and parent reports*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- Stein, K.F., Markus, H.R., & **Roeser, R.W.** (1995, April). *Self-schemas during adolescence: A discussion of different approaches to assessing cognitions of the self*. Paper presented at the annual meeting of the Midwest Nursing Research Society, Kansas City, KS.
- Roeser, R.W.**, Lord, S.L., & Eccles, J.S. (1994, February). *A portrait of academic alienation during adolescence: Parent and student indicators*. Paper presented at the Society for Research on Adolescence, San Diego.
- Roeser, R.W.**, Midgley, C.M., & Maehr, M.L. (1994, February). *Unfolding and enfolding youth: A cross-sectional study of student well-being across the elementary and middle school years*. Paper presented at the Society for Research on Adolescence, San Diego.
- Roeser, R.W.**, Urdan, T., & Midgley, C.M. (1994, April). *Meaning, motivation and mental health: A study of middle school culture*. Paper presented at the annual meeting of the American Educational Research Association.

CONFERENCE PRESENTATIONS (continued)

- Aberbach, A., & **Roeser, R.** (1993, April). *Motivational influences on fifth graders' help-seeking strategy use in math classrooms*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta.
- Anderman, E., **Roeser, R.**, Blumenfeld, P., Eccles, J.S., Harold, R.D., & Wigfield, A. (1993, August). *Perceptions of mathematics classroom climate: A multi-level study*. Paper presented at the annual meeting of the American Psychological Association, Toronto.
- Roeser, R.**, Aberbach, A., & Anderman, E. (1993, April). *Teacher characteristics and their effects on within year changes in student motivation*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta.
- Roeser, R.**, Blumenfeld, P., Eccles, J., Wigfield, A., Harold, R. (1993, August). *Classroom experience and change in student motivation in the upper elementary years*. Paper presented at the annual meeting of the American Psychological Association, Toronto.
- Urda, T., & **Roeser, R.W.** (1993, April). *The relations among adolescents' social cognitions, affect, and academic self-schemas*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta.
- Urda, T., & **Roeser, R.W.**, & Midgley, C.M. (1993, August). *Student misconduct and motivation in adolescence*. Paper presented at the annual meeting of the American Psychological Association, Toronto.
- Pintrich, P., **Roeser, R.W.** & De Groot, E.V. (1992, April). *Classroom experience and middle school students' motivation and self-regulation*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- Roeser, R.**, Park, S.H., & Anderman, E. (1992, April). *Goal orientation, cognitive strategy use, and academic performance in the core subjects*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.

ORGANIZATION OF SCHOLARLY/SCIENTIFIC MEETINGS

- 2016** **Preconference to International Symposium on Contemplative Studies: Compassion in Education**
(Mind and Life Institute, Virginia)
Role: Organizer, chair of planning committee
- 2016** **International Symposium on Contemplative Studies**
(Mind and Life Institute, Virginia)
Role: Member of Organizing Committee and Dialogue Member
- 2015** **Sustainable Compassion in Life and Work: Scientist-Contemplative Dialogue and Compassion Workshop with Lama John McKransky**
(Portland State University, Portland, OR)
Role: Member of Organizing Committee and Dialogue Member
- 2012** **Developmental Contemplative Science Preconference**
(University of Toronto, Canada)
Role: Fund-raiser and Conference Originator and Co-Organizer
- 2012** **Garrison Institute Mindfulness in Education Preconference**
(Denver, CO)
Role: Member of Conference Organizing Committee
- 2010** **Sustainable Happiness: Scientist-Contemplative Dialogue with Yongey Mingjur Rinpoche**
(Portland State University, Portland, OR)
Role: Organizer and Dialogue Member
- 2009** **Mind and Life 19, Educating World Citizens for the 21st Century: Educators, Scientists, and Contemplatives Dialogue on Cultivating a Healthy Mind, Brain and Heart**
(Washington DC with HH Dalai Lama and Mind and Life Institute)
Role: Senior Program Coordinator and Planning Committee
- 2009** **Mind and Life Summer Research Institute: Scientific and Contemplative Perspectives on Self**
(Garrison Institute, Garrison, NY with Mind and Life Institute)
Role: Senior Program Coordinator and Planning Committee
- 2009** **Mind and Life 18, Attention, Memory and the Mind: A Synergy of Psychological, Neuroscientific and Contemplative Perspectives**
(Dharmasala, India with HH Dalai Lama and Mind and Life Institute)
Role: Senior Program Coordinator and Planning Committee
- 2009** **Mind and Life, The Self, Mental Causation and Free Will: Exchanges Between Science And Buddhism on the Human Mind (canceled)**
(Berlin, Germany with HH Dalai Lama and Mind and Life Institute)
Role: Senior Program Coordinator and Planning Committee

ORGANIZATION OF SCHOLARLY/SCIENTIFIC MEETINGS (continued)

- 2008-2010** **Mind and Life Educational Research Network (MLERN) Meetings**
(Network Chairs: Richard Davidson and Mark Greenberg)
Role: Senior Program Coordinator and MLERN Network Member
- 2008** **Mind and Life Summer Research Institute: Scientific and Contemplative Perspectives on Attention and Emotion Regulation**
(Garrison Institute, Garrison, NY with Mind and Life Institute)
Role: Senior Program Coordinator and Planning Committee
- 2008** **Mind and Life 17, Investigating the Mind-Body Connection: The Science and Clinical Applications of Meditation**
(Mayo Clinic, Rochester, MN with HH Dalai Lama & Mind and Life Institute)
Role: Senior Program Coordinator and Planning Committee
- 2008** **Spirituality and Positive Youth Development Conference**
(Tufts University with Richard M. Lerner)
Role: Conference Co-organizer