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Education:

- 1975 B.A. with Distinction, Stanford University
Majors: Psychology, Human Biology
- 1978 M.A. in Child Clinical Psychology, University of Denver
Thesis: The effects of assignment rationale and role on attitudes formed during peer tutoring interactions.
- 1981 Ph.D. in Child Clinical Psychology, University of Denver
Dissertation: Social skills training and peer involvement under superordinate goals: Two intervention strategies to improve the social competency and peer acceptance of disliked preadolescents.
- 1980-81 Internship in Clinical Psychology, University of Washington Medical School

Honors and Awards:

Fellow, American Psychological Association, 2019
Fellow, Society for Prevention Research, 2019
Service to SPR Award, Society for Prevention Research, 2017
Evan Pugh University Professor, 2016
Fellow, Association for Psychological Science, 2016
Senior Scientist and Mentor Award, Missouri Prevention Center, 2015
Prevention Science Award, Society for Prevention Research, 2013
Welch Alumni Relations Award, PSU, 2013
University Faculty Outreach Award, PSU, 2010
The President's Award for Excellence in Academic Integration, PSU, 2002
Distinguished Professor, PSU, 1999
Faculty Scholars Medal, PSU, 1996
Panhellenic Council of PSU, Outstanding Woman Faculty Member, 1995
Distinction in the Social Sciences Award, College of Liberal Arts, PSU, 1993
William T. Grant Foundation Faculty Scholar, 1982-87
New Researcher Award, Association for the Advancement of Behavior Therapy, 1983
Student recipient - Colorado Psychological Association Outstanding Achievement, 1979
Phi Beta Kappa, Stanford University, 1975

Professional Experience:

July, 2016 – present	Evan Pugh University Professor, Penn State University
April, 2009 – present	Director, Child Study Center, Penn State University
July, 1992 – present	Professor of Psychology & Human Development & Family Studies, PSU
Oct, 2015 – June, 2016	McCourtney Professor of Child Studies, Penn State University
Oct, 1998 – Sept, 2015	Distinguished Professor of Psychology, Penn State University
July, 2004 – June, 2006	Director, Social Science Research Institute, Penn State University
July, 1999 – June, 2006	Director, Children, Youth, & Families Consortium, Penn State
Oct, 1997 – July, 2009	Associate Director, Prevention Research Center, Penn State University
July, 1987- June, 1992	Associate Professor of Psychology, Penn State University
Sept, 1981- June, 1987	Assistant Professor of Psychology, Penn State University
July, 1980 – June, 1982	Psychology Intern, University of Washington Medical School
July, 1975 – July, 1976	VISTA Worker, Mid-Missouri Mental Health Center, Columbia, MO.

Licensed Clinical Psychologist, Pennsylvania PS-004894

Books:

Bierman, K.L. (2004). *Peer rejection: Developmental processes and intervention strategies*. New York: Guilford. [Reprinted in Italian *Il bambino rifiutato dai compagni: Cause, valutazione e interventi.*]

Putallaz, M. & Bierman, K.L. (Eds.) (2004). *Aggression, antisocial behavior, and violence among girls: A developmental perspective*. New York: Guilford

Greenberg, M.T., Kusche, C.A., & Conduct Problems Prevention Research Group [CPPRG] (2011). *Grade level PATHS (Grades 3-4)*. South Deerfield, MA: Channing-Bete Co.

Kusche, C.A., Greenberg, M.T., & CPPRG (2011). *Grade level PATHS (Grades 1-2)*. South Deerfield, MA: Channing-Bete Co.

Boivin, M. & Bierman, K.L., (Eds.) (2014). *Promoting school readiness and early learning: The implications of developmental research for practice*. New York: Guilford Press.

Bierman, K.L., Greenberg, M.T., Coie, J.D., Dodge, K.A., Lochman, J.E., & McMahon, R.J. (2017). *Social and emotional skills training for children: The Fast Track Friendship Group Manual*. New York: Guilford Press.

Conduct Problems Prevention Research Group (2019). *The Fast Track Program for children at risk: Preventing antisocial behavior*. New York: Guilford.

Bierman, K.L., & Sheridan, S.M. (Eds.) (2022). *Volume V: Fostering Productive Family-School Partnerships at School Entry: Translating Research into Practice*. New York: Guilford Press.

Members of the Conduct Problems Prevention Research Group [CPPRG] in alphabetical order include Karen L. Bierman (Pennsylvania State University), John D. Coie (Duke University), Kenneth A. Dodge

(Duke University), Mark T. Greenberg (Pennsylvania State University), John E. Lochman (University of Alabama), Robert J. McMahon (Simon Fraser University), and Ellen Pinderhughes (Tufts University).

Policy Briefs:

Bierman, K.L., Greenberg, M.T., Abenavoli, R. (2016). *Promoting Social and Emotional Learning in Preschool: Programs and Practices that Work*, Edna Bennet Pierce Prevention Research Center, Pennsylvania State University

Bierman, K.L., Morris, P.A., Abenavoli, R.M. (2017). *Parent Engagement Practices Improve Outcomes for Preschool Children*. Edna Bennett Pierce Prevention Research Center, Pennsylvania State University.

Pepler, D.J., & Bierman, K.L. (2018). *With a Little Help from my Friends: The Importance of Peer Relationships for Social-Emotional Development*, Edna Bennett Pierce Prevention Research Center, Pennsylvania State University.

Other Publications:

Bierman, K. L. & Furman, W. (1981). Effects of role and assignment rationale on attitudes formed during peer tutoring. *Journal of Educational Psychology*, 73, 33-40.

Phillips, J. & Bierman, K.L. (1981). Clinical psychology: Individual methods. *Annual review of psychology*, 32, 405-438.

Bierman, K. L. (1983). Cognitive development and clinical interviews with children. In B. B. Lahey and A. E. Kazdin (Eds.) *Advances in clinical child psychology*, Vol. 6. (pp. 217-250). New York: Plenum Press.

Furman, W.F. & Bierman, K.L (1983). Developmental changes in young children's conceptions of friendship. *Child Development*, 54, 549-556.
[Reprinted in Coscina, D. (2008.) *Psychology 1010 Lab Manual, Introduction to Psychology*. Hayden-McNeil Publishing.]

Bierman, K. L. & Furman, W. (1984). The effects of social skills training and peer involvement on the social adjustment of preadolescents. *Child Development*, 55, 151-162.

Dahlenberg, C., Bierman, K. L., & Furman, W. (1984). A re-examination of developmental changes in causal attributions. *Developmental Psychology*, 20, 575-583.

Furman, W. F. & Bierman, K. L. (1984). Children's conceptions of friendship: A multi-method study of developmental changes. *Developmental Psychology*, 20, 925-931.

Bierman, K. L. (1986). Process of change during social skills training with preadolescents and its relation to treatment outcome. *Child Development*, 57, 230-240.

- Bierman, K. L. (1986). The relationship between social aggression and peer rejection in middle childhood. In R. Prinz (Ed.), *Advances in behavioral assessment of children and families*, Vol. 2, (pp. 151-178). Greenwich, CT: JAI Press.
- Bierman, K. L. & Schwartz, L. A. (1986). Clinical-child interviews: Approaches and developmental considerations. *Journal of Child and Adolescent Psychotherapy*, 3, 267-278.
- Bierman, K. L. (1987). The clinical significance and assessment of poor peer relations: Peer neglect vs. peer rejection. *Journal of Developmental and Behavioral Pediatrics*, 8, 233-240.
- Bierman, K. L. & McCauley, E. (1987). Children's descriptions of their peer interactions: Useful information for clinical child assessment. *Journal of Clinical Child Psychology*, 16, 9-18.
- Bierman, K. L., Miller, C. M., & Stabb, S (1987). Improving the social behavior and peer acceptance of rejected boys: Effects of social skill training with instructions and prohibitions. *Journal of Consulting and Clinical Psychology*, 55, 194-200.
[Reprinted in Demetre, J. D. (Ed.) (1995). *An introductory reader in developmental Psychology*. (pp. 471-484). Kent, United Kingdom: Greenwich University Press.]
- Bierman, K. L. (1988). The clinical implications of children's conceptions of social relationships. In S. Shirk (Ed.), *Cognitive development and child psychotherapy*. (pp. 247- 272). New York: Plenum.
- O'Brien, S. B. & Bierman, K. L. (1988). Conceptions and perceived influence of peer groups: Interviews with preadolescents and adolescents. *Child Development*, 59, 1360-1365.
- Bierman, K. L. (1989). Improving the peer relationships of rejected children. In B.B. Lahey & A. E. Kazdin (Eds.) *Advances in clinical child psychology*, Vol. 12, (pp. 53-84). New York: Plenum.
- Pope, A. W., Bierman, K. L., & Mumma, G. H. (1989). Relations between hyperactive and aggressive behaviors and peer relations at three elementary grade levels. *Journal of Abnormal Child Psychology*, 17, 253-267.
- Bierman, K. L. (1990). Using the clinical interview to assess children's interpersonal reasoning and emotional understanding. In C. R. Reynolds & R. W. Kamphaus (Eds.), *Handbook of psychological and educational assessment of children*, Vol. 2, (pp. 204-222). New York: Guilford.
- Bierman, K. L. & Smoot, D. L. (1991). Linking family characteristics with poor peer relations: The mediating role of conduct problems. *Journal of Abnormal Child Psychology*, 19, 341-356.
- Pope, A. W. & Bierman, K. L. (1991). Play assessment of peer interaction in children. In Schaefer, C. E., Gitlin, K. & Sandgrund, A. (Eds.), *Play diagnosis and treatment*, (pp. 553-577). New York: Wiley & Sons.

- Pope, A. W., Bierman, K. L. & Mumma, G. H. (1991). Aggression, hyperactivity, and inattention-immaturity: Behavior dimensions associated with peer rejection in elementary school boys. *Developmental Psychology, 27*, 663-671.
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- Bierman, K. L. & Montminy, H. P. (1993). Developmental issues in social skills assessment and intervention with children and adolescents. *Behavior Modification, 17*, 229-254.
- Bierman, K. L., Smoot, D. L., & Aumiller, K. (1993). Characteristics of aggressive-rejected, aggressive (non-rejected) and rejected (non-aggressive) boys. *Child Development, 64*, 139-151.
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- Bierman, K. L. & Wargo, J. B. (1995). Predicting the longitudinal course associated with aggressive-rejected, aggressive (non-rejected) and rejected (non-aggressive) status. *Development and Psychopathology, 7*, 669-682.
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- McMahon, R. J., Greenberg, M. T. & CPPRG. (1995). The Fast Track Program: A developmentally focused intervention for children with conduct problems. *Clinician's Research Digest, Supplementary Bulletin 13*.
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- Bierman, K.L., & CPPRG (1997). Implementing a comprehensive program for the prevention of conduct problems in rural communities: The Fast Track experience. *American Journal of Community Psychology*, 25, 493-514.
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Commentary on this article published in 2000 in *Therapeutics*, 3.
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- Bierman, K.L. (2021). *50 Years of Research to Improve Preschool Curricula: Is there Progress?* Peer commentary on the article “Effects of prekindergarten curricula: *Tools of the Mind* as a case study” by K.T. Nesbitt and D.C. Farran. Retrieved from <https://monographmatters.srce.org/2021/02/16/commentary-bierman-86-1/>
- Bierman, K.L., Heinrichs, B.S., Welsh, J.A., & Nix, R.L. (2021). Sustained benefits of a preschool home visiting program: Child outcomes in fifth grade. *Early Childhood Research Quarterly, 56*, 260-271.
- Bierman, K.L., & Sanders, M.T. (2021). Teaching explicit social-emotional skills with contextual supports for students with intensive intervention needs. *Journal of Emotional and Behavioral Disorders, 29*, 14-23.
- Farmer, T.W., Bierman, K.L., Hall, C.M., Brooks, D.S., & Lee, D.L. (2021). Tiered systems of adaptive supports and the individualization of intervention: Merging developmental cascades and correlated constraints perspectives. *Journal of Emotional and Behavioral Disorders, 29*, 3-13.
- Mattera, S., Rojas, N.M., Morris, P.A., & Bierman, K.L. (2021). Promoting EF with preschool interventions: Lessons learned from 15 years of conducting large-scale studies. *Frontiers in Psychology, 12*, 640702.
- Bierman, K.L., Nix, R.L., Welsh, J.A., Heinrichs, B.S., Loughlin-Presnal, J.E., & McDoniel, M. (2022). The REDI-Parent program: Enhancing the school success of children from low-income families. In K.L. Bierman and S.M. Sheridan (Eds.), *Family-school partnerships during the early school years* (pp. 33-51). New York: Springer.
- Bierman, K.L., & Sheridan, S.M. (2022). Family-school partnerships at school entry: Developmental and conceptual frameworks for action. In K.L. Bierman and S.M. Sheridan (Eds.), *Family-school partnerships during the early school years* (pp. 1 – 15). New York: Springer.
- Hall, C.M., Bierman, K.L., & Jacobson, L.N. (2022). Latent profiles of students at social-emotional risk: Heterogeneity among peer rejected students in early elementary school. *Journal of Emotional and Behavioral Disorders*, early on-line view.

Recent Papers (last 10 years):

- Bierman, K.L., Nix, R.L., Domitrovich, C.E., Welsh, J.A., Gest, S.D., Jones, D. & Gill, S. (June, 2010). *Promoting kindergarten adjustment: Dual impact of REDI Head Start enrichment and kindergarten classroom quality*. Meeting of the Society for Prevention Research, Denver, CO.

- Sasser, T.R., & Bierman, K.L. (March, 2011). *Inattention and impulsivity: Differential impact on school readiness capacities*. Meeting of the Society for Research on Educational Effectiveness, Washington, DC.
- Bierman, K.L., Nix, R.L., Domitrovich, C.E., Gest, S.D., Welsh, J.A., Jones, D. & Gill, S. (April, 2011). *The impact of the Head Start REDI intervention on children's trajectories of school adjustment through third grade*. Meeting of the Society for Prevention Research, Denver, CO.
- Okado, Y., Welsh, J. A., & Bierman, K. L. (April, 2011). *The influence of parental demoralization and support for learning on child school readiness in three low-SES communities*. Biennial Meeting of the Society for Research in Child Development, Montreal, Canada.
- Powers, C.J. & Bierman, K.L. (April, 2011). *SCIT (Social Cognitive Interactive Task): An interactive computerized assessment of social cognition and behavioral responding*. Biennial Meeting of the Society for Research in Child Development, Montreal, Canada.
- Powers, C.J., Coffman, D., & Bierman, K.L. (April, 2011). *Self-contained placement and mental health: application of propensity score models with time-varying treatments and moderators*. Biennial Meeting of the Society for Research in Child Development, Montreal, Canada.
- Sasser, T., & Bierman, K.L. (April, 2011). *Children's preschool self-regulation and their academic and social-behavioral adjustment to school*. Biennial Meeting of the Society for Research in Child Development, Montreal, Canada.
- Torres, M.M. & Bierman, K.L. (April, 2011) *Impact of a social competence intervention on school readiness for children with performance and skill deficits in self-regulation*. Biennial Meeting of the Society for Research in Child Development, Montreal, Canada.
- Torres, M.M. & Bierman, K.L. (April, 2011) *Executive functions, self-regulation, and link to school readiness in preschool and kindergarten children*. Biennial Meeting of the Society for Research in Child Development, Montreal, Canada.
- Powers, C.J., Coffman, D., & Bierman, K.L. (May, 2011). *Aggressive-disruptive students in restricted educational placements: Moderated influence of placement history on adolescent outcomes*. Meeting of the Society for Prevention Research, Washington, D.C.
- Bierman, K.L., Sasser, T., Heinrichs, B., & Nix, R. (March, 2012). *Enhancing children's school readiness: Effects of preschool intervention and kindergarten context on learning engagement*. Meeting of the Society for Research on Educational Effectiveness, Washington, DC.
- Sasser, T.R., & Bierman, K.L. (March, 2012). *The role of executive function skills and self-regulation behaviors in school readiness and adjustment*. Meeting of the Society for Research on Educational Effectiveness, Washington, DC.

- Makin-Byrd, K., Bierman, K.L., & CPPRG (March, 2012). *Childhood and early adolescent predictors of partner violence: A longitudinal study*. Meeting of the Society for Research on Adolescence, Vancouver, B.C.
- Okado, Y. & Bierman, K.L. (March, 2012). *The development of late adolescent conduct problems and borderline mood features in children with early externalizing problems*. Meeting of the Society for Research on Adolescence, Vancouver B.C.
- Mathis, E. & Bierman, K.L. (May, 2012). *Parenting, parent-child relationship quality, and the development of emotion regulation and attention control in the pre-kindergarten year*. Meeting of the Society for Prevention Research, Washington, D.C.
- Sasser, T. & Bierman, K.L. (May, 2012). *The impact of kindergarten context on the development of adaptive behaviors and school adjustment*. Meeting of the Society for Prevention Research, Washington, D.C.
- Lee, P. & Bierman, K.L. (April, 2013). *The impact of school climate on social-emotional adjustment in kindergarten: A multi-level analysis*. Poster presented at the Society for Research in Child Development, Seattle, WA.
- Mathis, E. & Bierman, K.L. (April, 2013). *The development of child emotion regulation and attention control: Associations with parenting stress, parent warm-sensitivity, and parent negative control*. Poster presented at the Society for Research in Child Development, Seattle, WA.
- Motamedi, M., Bierman, K.L., & Huang-Pollock, C. (April, 2013). *Associations among inattention and hyperactive symptoms, executive function, and achievement in kindergarteners with and without ADHD*. Poster presented at the Society for Research in Child Development, Seattle, WA.
- Motamedi, M., Bierman, K.L., & Huang-Pollock, C. (April, 2013). *How inattention, executive function skills, and aggression affect the social information processing of children with ADHD*. Poster presented at the Society for Research in Child Development, Seattle, WA.
- Okado, Y. & Bierman, K.L. (April, 2013). *Comparison of low parental warmth and peer rejection as predictors of mood features of borderline personality psychopathology in at-risk adolescents*. Poster presented at the Society for Research in Child Development, Seattle, WA.
- Okado, Y. & Bierman, K.L. (April, 2013). *Influence of child sex on trajectories to late-adolescent conduct and borderline mood problems among at-risk children*. Poster presented at the Society for Research in Child Development, Seattle, WA.
- Sasser, T., Bierman, K.L., & Heinrichs, B. (April, 2013). *Children's executive functions, effortful control, and attention problems in preschool and their academic and social trajectories through second grade*. Poster presented at the Society for Research in Child Development, Seattle, WA.

- Abenavoli, R.M., Greenberg, M.T., & Bierman, K.L. (2014, March). *Patterns of school readiness among low-income kindergarteners*. Poster presented at the Spring 2014 Biannual Conference of the Society for Research on Educational Effectiveness, Washington, D.C.
- Mathis, E. T., Bierman, K. L. (March, 2014). *The transactional influence of parents and children in a parent-administered school readiness program*. Poster presented at the Society for Research on Educational Effectiveness, Washington, DC.
- Sasser, T. S., Mathis, E. B., & Bierman, K. L. (March, 2014). *Multi-faceted school readiness and the student-teacher relationship*. Poster presented at the Society for Research in Educational Effectiveness, Washington, D.C.
- Bierman, K.L., Mathis, E.T., & Heinrichs, B. (May, 2014). *Extending and enriching Head Start home visits with evidence-based intervention components: Implementation outcomes and impact*. Paper presented at the Society for Prevention Research, Washington, DC.
- Dodge, K.A., Bierman, K.L., Coie, J., Greenberg, M.T., Lochman, J.E., McMahon, R., & Pinderhughes, E. (May, 2014). *Fast Track effects on young adult externalizing psychopathology*. Paper presented at the Society for Prevention Research, Washington, D.C.
- Kalvin, C.B., & Bierman, K.L. (May, 2014). *Diverging pathways from elementary school aggression to adolescent antisocial activity: The roles of parent and peer influence*. Poster presented at the annual meeting of the Society for Prevention Research in Washington, D.C.
- Lee, P. & Bierman, K.L. (May, 2014). *The effects of kindergarten classroom quality on social emotional development: Moderation by school adversity*. Poster presented at the Association for Psychological Science Annual Convention, San Francisco, CA.
- Lochman, J.E., Bierman, K.L., Coie, J., Dodge, K.A., Greenberg, M.T., McMahon, R., & Pinderhughes, E. (May, 2014). *Fast Track effects on young adult criminal outcomes*. Paper presented at the Society for Prevention Research, Washington, D.C.
- Loughlin-Presnal, J.E. & Bierman, K.L. (May, 2014). *Parental academic expectations and child academic performance in a low-income sample*. Society for Prevention Research Annual Meeting, Washington, D. C.
- Mathis, E. T., Bierman, K. L. (May 2014). *Direct and indirect influences of parenting stress on children's self-regulation*. Poster presented at the Society for Prevention Research, Washington, DC.
- McMahon, R., Bierman, K.L., Coie, J., Dodge, K.A., Greenberg, M.T., Lochman, J.E., & Pinderhughes, E. (May, 2014). *Fast Track: Developmental model, research design, and intervention*. Paper presented at the Society for Prevention Research, Washington, D.C.

- Sasser, T. S., Beekman, C. R., & Bierman, K. L. (May, 2014). *Preschool self-regulation, single-family status, and school quality predict diverging trajectories of inattention in elementary school*. Poster presented at the annual meetings of the Society for Prevention Research, Washington, D.C.
- Bierman, K.L. (July, 2014). *Promoting social-emotional development in preschools*. Paper presented in a symposium Implementing social-emotional interventions to improve children's development in Head Start: Implementation and impact findings from the Head Start CARES demonstration. Head Start Research Conference, Washington, D.C.
- Abenavoli, R.M., Greenberg, M.T., & Bierman, K. (July, 2014). *School readiness profiles among low-income kindergartners and between-group differences in cognitive and social skills*. Poster presented at the annual Head Start Research Conference, Washington, D.C.
- Bierman, K.L., Heinrichs, B., Welsh, J., & Nix, R. (July, 2014). *Enriching Head Start visits with evidence-based curriculum components and professional development support: Sustained impact through third grade*. Poster presented at the annual Head Start Research Conference, Washington, D.C.
- Domitrovich, C., Bierman, K., Nix, R., Gest, S., Welsh, J., & Gill, S. (July, 2014). *Enriching Head Start classrooms with evidence-based components: Impact on parents and children*. Poster presented at the annual Head Start Research Conference, Washington, D.C.
- Gest, S.D., Nix, R., Bierman, K.L., & Welsh, J. (July, 2014). *Enriching Head Start classrooms with evidence-based curriculum components and professional development support: Sustained impact through third grade*. Poster presented at the annual Head Start Research Conference, Washington, D.C.
- Bierman, K. (March, 2015). *Enriching Head Start to promote social-emotional development*. Paper presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.
- Kalvin, C., Bierman, K.L., & Kopp, L. (March, 2015). *Early aggression, social competence, and peer rejection: Associations with respiratory sinus arrhythmia and heart rate*. Poster presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.
- Lee, P., & Bierman, K. (March, 2015). *Variability in relationships with early elementary teachers: Longitudinal effects for children at risk*. Paper presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.
- Motamedi, M., & Bierman, K. (March, 2015). *The added value of "hot" tasks for measuring social-information processing*. Poster presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.
- Motamedi, M., Bierman, K., & Huang-Pollock, C. (March, 2015). *Rejection reactivity, executive function*

- skills, and social adjustment problems of inattentive and hyperactive kindergartners.* Poster presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.
- Sasser, T., & Bierman, K. (March, 2015). *The impact of the Head Start REDI intervention on children's trajectories of executive function through fifth grade.* Paper presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.
- Bierman, K.L., Welsh, J.A., Heinrichs, B., Nix, R.L., & Gest, S.D. (May, 2015). *Enriching Head Start with evidence-based interventions: Longitudinal impact of coordinated classroom and home visit programs.* Paper presented at the annual meeting of the Society for Prevention Research, Washington, D.C.
- Mathis, E.T., & Bierman, K.L. (May, 2015). *The role of maternal depression in the negative developmental cascade associated with child aggression: Bidirectional influences.* Poster presented at the annual meeting of the Society for Prevention Research, Washington, D.C.
- Sasser, T., Calvin, C., & Bierman, K.L. (May, 2015). *Discontinuities in ADHD symptoms from grade 3 through grade 12: The role of life stress, parenting practices, and child emotional vulnerabilities.* Poster presented at the annual meeting of the Society for Prevention Research, Washington, D.C.
- Loughlin-Presnal, J. & Bierman, K.L. (July, 2016). *Parent academic expectations influence child academic performance: Longitudinal models illuminate behavioral and attitudinal mediation.* Poster presented at the annual National Research Conference on Early Childhood, Washington, D.C.
- Bierman, K.L. & Welsh, J. (July, 2016). *Longitudinal effects of a school readiness intervention: Fifth grade outcomes of the Head Start Research-based, Developmentally Informed (REDI) Program* Paper presented at the annual National Research Conference on Early Childhood, Washington, D.C.
- Bierman, K.L., Gest, S.D., Heinrichs, B.S., Nix, R.L., & Welsh, J.A. (July, 2016). *Promoting sustained benefits by enriching Head Start classrooms and home visits with evidence-based programming.* Paper presented at the annual National Research Conference on Early Childhood, Washington, D.C.
- Calvin, C. & Bierman, K. (April, 2017). *Promoting early growth in social competence reduces risk for adult antisocial outcomes.* Poster presented at the biannual meeting of the Society for Research in Child Development, Austin, TX.
- Loughlin-Presnal, J., & Bierman, K.L. (April, 2017). *Parent-child conversation and warm interaction predict longitudinal growth in parent academic expectations for their children.* Poster presented at the biannual meeting of the Society for Research in Child Development, Austin, TX.

- Bierman, K.L., Welsh, J., Mincemoyer, C., Gest, J., & Hunter, L. (May, 2017). *Technology-assisted implementation of the REDI preschool program in child-care centers*. Paper presented at the annual meeting of the Society for Prevention Research, Washington, D.C.
- Jones, D.E., Crowley, D.M., & Bierman, K.L. (May, 2017). *Carrying out a comprehensive cost analysis of classroom and home intervention services for preschool children: An illustration using the Head Start REDI intervention*. Paper presented at the annual meeting of the Society for Prevention Research, Washington, D.C.
- Bayly, B., & Bierman, K. (March, 2019). A person-centered approach to preschool self-regulation and School success. Poster presented at the biennial meeting of the Society for Research in Child Development, Baltimore, MD.
- Bierman, K., Welsh, J., Heinrichs, B., & Nix, R. (March, 2019). Preschool home visiting improves the Elementary school success of children from low-income families. In S. Dawson-McClure (Chair) *Family-centered, Prevention, and Intervention for Reducing Behavior Problems and Promoting Healthy Development*. Paper presented at the biennial meeting of the Society for Research in Child Development, Baltimore, MD.
- Lobo, F., McDoniel, M., Buss, K., Bierman, K., & Witherspoon, D. (March, 2019). *Developing the BRAVE intervention to target child anxiety*. Poster presented at the biennial meeting of the Society for Research in Child Development, Baltimore, MD.
- Loughlin-Presnal, J., Bierman, K.L., Welsh, J.A., & Nix, R. (March, 2019). *Gains in executive functions support sustained intervention effects in a parent-focused school readiness intervention*. In C. Weiland (Chair) *Family engagement in early childhood: New findings across developmental periods, intervention types, and ecological settings*. Paper presented at the biennial meeting of the Society for Research in Child Development, Baltimore, MD.
- Ramsook, K.A., Welsh, J.A., & Bierman, K.L. (March, 2019). *What you say and how you say it: Vocabulary and communication skills predict school functioning*. Poster presented at the biennial meeting of the Society for Research in Child Development, Baltimore, MD.
- Sanders, M., Bierman, K., & Heinrichs, B. (March, 2019). *Longitudinal associations between elementary And middle school contexts and student aggression in early adolescence*. Poster presented at the Biennial meeting of the Society for Research in Child Development, Baltimore, MD.
- McDoniel, M., Loughlin-Presnal, J., & Bierman, K.L. (March, 2019). *Initial effects of a preschool home Visiting program foster later-emerging benefits*. Poster presented at the biennial meeting of the Society for Research in Child Development, Baltimore, MD.
- Chimed-Ochir, U., Whitesell, C., Crosby, B., Buxton, O., Bierman, K., Mogle, J., & Teti, D. (March, 2019) *Fathers as Co-parents: Positive and negative co-parenting and children's sleep quality*

during the transition to kindergarten. In D. Teti (Chair) The role of fathers in child sleep. Paper presented at the biennial meeting of the Society for Research in Child Development, Baltimore, MD.

Whitesell, C., Bierman, K., Buxton, O, Crosby, B., Almeida, D., Sarsfield, K., & Teti, D. (March, 2019) *Linking sleep with kindergarten functioning, and bedtime activities that support child sleep.* In D. Teti & C. Whitesell (Chairs). Child Sleep, Parenting, and School Readiness. Paper presented at the Biennial meeting of the Society for Research in Child Development, Baltimore, MD.

Bayly, B. & Bierman, K.L. (May, 2019). *Profiles of dysregulation moderate the impact of preschool teacher-student relationships on later school functioning.* Poster presented at the annual meeting of the Society for Prevention Research.

Bierman, K.L., Nix, R.L., Loughlin-Presnal, J.E., McDoniel, M.E., & Heinrichs, B. (May, 2019). *Exploring variation in parent engagement in the context of preschool intervention: Unfolding dynamics involving child skills, intervention response, and later outcomes.* Paper presented at the annual meeting of the Society for Prevention Research.

Bierman, K.L., Mincemoyer, C., Welsh, J., Gest, J., Hunter, L., Bayly, B. (May, 2019). *Promoting the use of evidence-based social-emotional learning and literacy programs in child-care centers: Overcoming challenges to scaled-up implementation.* Paper presented at the annual meeting of the Society for Prevention Research.

Ho, L., Bierman, K.L., & Heinrichs, B. (April, 2021). *School readiness: Indirect effects of emotion knowledge and positive social behavior.* Poster presented at the biennial meeting of the Society for Research in Child Development.

McDoniel, M. & Bierman, K. (April, 2021). *Direct and indirect effects of early adverse childhood experiences on school adjustment across elementary school.* Paper presented at the biennial meeting of the Society for Research in Child Development.

Sanders, M., Welsh, J. Bierman, K., & Heinrichs, B. (April, 2021). *Promoting resilience: A preschool intervention enhances the adolescent adjustment of children exposed to early adversity.* Paper presented at the biennial meeting of the Society for Research in Child Development.

Recent Invited Addresses and Workshops (last 10 years):

Translating Early Childhood Research into Practice. Keynote address for the CYFS Summit on Research in Early Childhood: Creating Connections Between Research and Practice, Lincoln, Nebraska, April, 2010.

The Head Start REDI Project: Fostering School Readiness with Preschool Interventions that Promote Social-Emotional Learning and Language Skills. Presentation at the Human Capital Research Collaborative Conference, Minneapolis, MN, October, 2010.

Using Developmental Neuroscience Research to Enrich the Design and Enhance the Impact of School Readiness Interventions. Presentation at the Joint Council and National Forum on Early Childhood Policy and Programs meeting, sponsored by the Harvard University Center on the Developing Child, Chicago, IL, December, 2010.

Peer relations, disruptive behavior problems and intervention programs to facilitate social adjustment. Invited presentation, Georgia State University, Atlanta, GA., October, 2011.

Promoting School Readiness with Sesame Street: Contributions from “Evidence-based” Intervention Research. Invited participant in the Sesame Workshop Educational Advisory Board meeting, New York City, NY, March, 2011.

Thinking Across Broad Domains: Integrating Curricula and Instruction. Invited presentation to the Advisory Committee on Head Start Research and Evaluation, Washington, D.C., April, 2011.

Sesame Workshop: Understanding and Promoting Executive Function Skills. Invited participant in the Sesame Workshop Executive Functioning Advisory Board meeting, New York City, NY, January, 2012.

The Impact of Mental Health Issues and Trauma on Education. Invited participant and panel organizer for the Blurring Boundaries: International Education Development Conference at Georgia State University, April, 2012.

The Promise and Challenges of Adaptive (Personalized) Prevention Research Designs. Invited participant in the NIAAA Personalized Prevention Workshop, Washington D.C., April, 2012.

Design Principles for Social-Emotional Interventions. Invited presenter and consultant at the Frontiers of Learning-Georgia early childhood programming design workshop, Atlanta, GA., June, 2014.

Partnering with Head Start to Incorporate Evidence-Based Approaches: The REDI Experience. Invited participant in a panel on *Models for Improving Instructional Quality* at the Head Start Research Conference, Washington D.C., July, 2014.

Sustaining the Effects of Head Start Interventions. Invited presenter and participant at the Association for Children and Families meeting on sustaining effects, Washington D.C., May, 2014.

Next Directions for Design and Content in Preschool Social-Emotional Learning Programs. Invited panel member at the Society for Research in Educational Effectiveness, Washington D.C., March, 2015.

Promoting School Readiness and Resilience in Early Childhood Contexts of Adversity. Invited presentation at the American Psychological Society, New York City, May, 2015.

PATHS and More: Adding an Integrated Academic Focus and Tier-2 Supports. Invited plenary address at the 11th Annual International PATHS Conference. Chicago, Ill., May, 2016.

Enriching Head Start Classrooms and Home Visits with Evidence-Based Programming: The REDI Program. Invited presentation at the University of Pittsburgh, March, 2017.

Promoting Social and Emotional Learning in Preschool: Programs and Practices that Work. Invited webinar for Early Childhood Investigations, January, 2018.

Improving Family Engagement in Education Research. Invited panelist, Annual Investigators Meeting of the Institute of Educational Sciences, January, 2020.

Promoting School Readiness and Enhancing Adolescent Well-being: Longitudinal Effects of the Head Start REDI Program. Invited Colloquium, Wayne State University, November, 2020.

Enriching Preschool Programming with Social-emotional Learning Promotes Well-Being and Reduces Later Mental Health Difficulties. Grand Rounds Presentation, Hershey College of Medicine, PSU, December, 2020.

International Consultation and Collaborations

Youth Risk Reduction in South Africa: A Working Conference. Co-organizer of a workshop co-funded by NIH/NIDA and The Pennsylvania State University to support prevention science research collaborations in South Africa, Durban, South Africa, March, 2001.

Intervention Programs for Preschool and Early Gradeschool Children. Invited presentation at the Guatemala Drug Prevention Conference sponsored by the U.S. Embassy, Guatemala City, August, 2004.

Promoting Emotional and Behavioral Regulation: School-based and Community-based Interventions. Invited participant and presenter at the Moscow Workshop, sponsored by the International Society for the Study of Behavioral Development, Moscow, June, 2005.

Social Skills Training for Children Who are Rejected by their Peers. Invited workshop for Barnardos, Dublin, Ireland, October, 2007.

Providing Support for Self-Regulation: Induction Strategies and Related Techniques. Invited workshop for Barnardos, Dublin, Ireland, June, 2008.

Intervening Early to Reduce Disruptive Behavior Disorders and Related Maladjustment. Keynote address at the Dalhousie University Department of Psychiatry 18th Annual Research Day, Halifax, Nova Scotia, October, 2008.

Investing in our Future: Fostering Educational Success by Promoting School Readiness. Keynote address for the School Readiness Conference sponsored by the Centre of Excellence for Early Childhood Development, Quebec City, Canada, November, 2009.

Advanced Issues in Friendship Group Implementation: Optimizing Impact in Barnardo's Context. Invited workshop for Barnardos, Dublin, Ireland, July, 2010.

A Virtual Prevention Center for South Africa: A Planning Meeting. Invited participant in a planning meeting to support a new prevention research center at the University of the Western Cape, South Africa, January, 2014.

Multi-tiered Home-School Programming to Prevent Antisocial Behavior in High-risk Children. Invited report to support a public health initiative planned by the Norwegian Directorate for Children, Youth and Families and Directorates of Health, Education and Justice, March, 2020.

Promoting Social and Emotional Learning in Preschool: Programs and Practices that Work. Invited presenter and panelist for the Atlantic Summer Institut on Healthy and Safe Communities, Prince Edward Island, Canada, August, 2020.

Other Professional Contributions: Editorial Services and Review Committees

Editorial Board, *Clinical Child and Family Psychology Review*, 2009 – present

Editorial Board, *Journal of Research on Educational Effectiveness*, 2017 - present

Consulting Editor, *Journal of Emotional and Behavioral Disorders*, 2014 - present

Consulting Editor, *Journal of Clinical Child and Adolescent Psychology*, 2007- present

Contributing Editor, *American Journal of Education*, 2007 – present

Consulting Editor, *Pakistan Journal of Psychological Research*, 2007 – 2021

Associate Editor, *Child Development*, 2010 - 2014

Editorial Board, *Child Development*, 1989-1995

Consulting Editor, *Developmental Psychology*, 1986-1988

Editorial Board, *Behavior Therapy*, 1984-87

Ad-hoc Reviewer for *American Journal of Community Psychology*, *Behavior Assessment*, *British Journal of Developmental Psychology*, *Child Development*, *Child Development Perspectives*, *Development and Psychopathology*, *Early Childhood Research Quarterly*, *International Journal of Behavioral Development*, *Journal of Abnormal Child Psychology*, *Journal of Applied Development*, *Journal of Consulting and Clinical Psychology*, *Journal of Educational Psychology*, *Journal of Research on Adolescents*, *Merrill-Palmer Quarterly*, *Prevention Science*, *Psychological Bulletin*, *Social Development*, *SRCD Monographs*.

Chair, Institute of Education Sciences (IES) Special Emphasis Panel, 2021

Reviewer, Institute of Education Sciences (IES) Special Emphasis Panel, 2018

Reviewer, Institute of Educational Sciences (IES) Social and Behavioral Studies Committee, 2008-2015

Chair, Special Section Review Committee, Exploratory Prevention Centers, NIDA, 2003

Member, Review Committee for New Generations Research, National Institute of Drug Abuse, 2002

Member, Review Committee for Research Units for Pediatric Psychosocial and Psychopharmacological Studies (RUPP Network proposals), National Institute of Mental Health, 2002

Member, Review Committee for the Center for Substance Abuse Prevention (CSAP) Learning Community Workshop, 1995

Member, NIMH Child and Adolescent Prevention Research Review Committee (CAPR), 1992

Member, NIMH Life Course and Prevention Research Review Committee (LCR-I), 1988-1991

Grant proposal reviewer for The William T. Grant Foundation

Other Professional Contributions: Advisory Boards, Consultation Services

Advisory Committee, Preparing Young Children for School Practice Guidelines, What Works Clearinghouse, Institute of Educational Sciences, 2020-2021.

Invited Participant, Future of Quality Measures for Head Start and Other Preschool Programs: Innovations to Move the Field Forward, workshop hosted by the Office of Planning, Research, and Evaluation, October, 2020.

Consultant, K-12 Education Reopening Challenges Associated with COVID-19 Advisory Panel, National Academic of Sciences, Engineering and Medicine, June, 2020.

Technical Review Panel, Early Childhood Longitudinal Study – Kindergarten Class 2023, April, 2019

Counselor Advisory Committee, State College Area School District, April 2018 to present

Technical Working Group, Evaluation of Preschool Special Education Practices, Mathematica and Institute of Educational Sciences, October, 2018.

Consultant, Measurement Advisory Committee, Strengthening School Readiness through Pre-K for All: A University-District Partnership, New York University, December, 2017 to present.

Member, PA Office for Child Development and Early Learning Research Council, 2017-2018.

Technical Advisory Panel, Culture of Continuous Learning Project: A Breakthrough Series Collaborative for Improving Child Care and Head Start Quality, ChildTrends, 2017

Invited Participant, Early Childhood National Summit, University of Florida, 2017

Invited Participant, Pre-Kindergarten State of the Science, SAS Institute, North Carolina, 2016

Consultant, BEST in CLASS Intervention, University of Florida & Virginia Tech University, 2016

Member, Pennsylvania Office for Child Development and Early Learning Research Council, 2016

Invited Participant, Opportunity in America Panel Meeting, Educational Testing Services, 2016

Program Committee, Society for Research on Education Effectiveness, Spring Conference, 2016

Secretary and Board Member, Society for Prevention Research, 2011-2014

Invited Participant, Robin Hood Early Childhood Institute Planning Meetings, Robin Hood Foundation, New York, NY, February and March, 2011

Invited Participant, Frontiers of Innovation Inaugural Meeting, Center on the Developing Child, Harvard University, May 3-5, 2011.

Invited Participant, Executive Function in Preschool Children: Current Knowledge and Research Opportunities, sponsored by NICHD in collaboration with University of Kansas Merrill Advanced Studies Center, OBSSR, NIDA, IES, and ACF, June, 2010

Invited Participant, Intervening Early: Progress and Opportunities in Child Service Settings, sponsored by NIDA in collaboration with NICHD, SAMHSA, NIMH, OBSSR, and OPRE, September, 2007

Invited Participant, Consultant Panel for the SHOCAPP Sibling and Family Project, Miami, FL. 2001

Invited Testimony for the U.S. Senate Health and Education Committee, 1999

Invited Participant, Focus Group on School Safety, sponsored by the National Institute of Justice, 1999

Invited Participant, Planning and Advisory Meeting sponsored by the Hershey Trust, 1999

Invited Participant, Safe and Effective Schools for All Students: What Works, sponsored by the American Institutes for Research, 1999

Invited Participant, NIMH and USDA sponsored workshop on Extension and Prevention, 1998

Invited Participant, NIMH Conference on Community Variation and its Impact on the

Assessment of Child and Adolescent Functioning, 1997
 Invited Participant, NIMH Rural Mental Disorder Prevention Services Research Workshop, 1995
 Invited Participant, NIMH Conferences on Prevention, 1990-1993
 Invited Participant, NIMH Conferences on the Prevention of Conduct Disorder, 1988-89
 Secretary-Treasurer for Section 3, Division 12, American Psychological Association, 1985-87

Grants:

Student recipient of a Programmatic Support of Research in Developmental Psychology grant awarded by the W.T. Grant Foundation, 1978, 1980

William T. Grant Foundation Faculty Scholars Program in Mental Health of Children, Five year early career research award, 1982-1987, \$150,000

PI Clinical Training in Mental Health of Children, NIH/NIMH, 1985-87, \$128,126

Co-PI Multisite Prevention of Conduct Disorder (PI, John Coie, additional co-PIs, Ken Dodge, Mark Greenberg, John Lochman), NIH/NIMH, 1990-1993, \$1,646,723 (PSU site costs).

PI Multisite Prevention of Conduct Disorder, Penn State University site, 1993-1998. (With J. Coie, K. Dodge, M. Greenberg, J. Lochman & R. McMahon). NIH/NIMH \$4,100,846 (PSU site costs).

PI, Multisite Prevention of Adolescent Conduct Problems, Penn State University site, 1998- 2008. (With J. Coie, L. Collins, K. Dodge, M. Greenberg, J. Lochman, R. McMahon, & E. Pinderhughes), NIH/NIMH, \$2,635,204 (PSU site costs).

Co-PI Partnership Model for Diffusion of Proven Prevention (With R. Spoth, PI and M. Greenberg), NIH/NIDA, 2002-2007, \$9,937,526 (PSU site costs).

Investigator, Economic Analysis of Fast Track (M. Foster, PI), NIH/NIMH, 2002-2007, \$566,491.

PI, Promoting Social-Emotional and Language Competencies, NIH/NICHD, 2002-2003, \$176,130.

Investigator, Development and Prevention of Substance Use Problems (K.Dodge, PI), NIH/NIDA, 2003-2014, \$2,771,162.

PI, Head Start REDI (Research-based, Developmentally Informed), NIH/NICHD, 2003-2014, \$8,496,378

Investigator, Senior Leadership Team, Head Start CARES Project (P. Morris, PI), DHHS, \$21,250,000

PI, Head Start REDI – ARRA administrative supplement, NIH/NICHD, 2010-2011, \$166,655

Co-PI, FOCUS (Forming Outreach Community University Systems for Engagement), Kellogg Foundation, 2005-2008, \$1,811,222.

- Investigator, “The Impact of School-Based Prevention on Friendship Networks and Peer Influence” (W. Osgood, PI), W.T. Grant Foundation and NIH/NIDA, 2007-2010, \$1,204,000.
- Co-PI, “Understanding violence and its prevention in grades K-3” (M. Greenberg, PI). State of Pennsylvania Department of Health, 2008-2012, \$3,912,217.
- Co-PI, “Focus on Learning” (J. Welsh, PI). NIH/NICHD, 2009-2014, \$2,955,497.
- PI, “Reducing ADHD by Promoting Social Collaboration and Self-Regulation Skills, NIH/NIMH, 2009-2013, \$666,000.
- PI, “Training Interdisciplinary Educational Scientists (TIES) Program”, Institute of Educational Sciences, 2009-2014, \$1,982,517.
- Co-PI, “Developing Research Briefs to Support Translation of Evidence in Social-Emotional Learning to Practice (with M. Greenberg), Robert Wood Johnson Foundation, 2015-2018, \$500,000
- PI, “Head Start REDI Classroom and Home Visiting Programs: Long-Term Follow-up”, NIH/NICHD, 2014-2019, \$2,920,000; 2020-2025, \$4,369,765.
- PI, “Promoting School Readiness in Child Care Centers”, NIH/NICHD, 2015-2020, \$2,995,215.
- PI, “Intervening with Children Experiencing Serious Peer Difficulties: The Friendship Connections Program”, Institute of Educational Sciences, 2015-2019, \$3,499,998.
- PI, “Training Interdisciplinary Educational Scientists (TIES) Program”, Institute of Educational Sciences, 2015-2020, \$3,989,554.
- PI, “Designing Innovative Guided Play Experiences to Empower Parents and Engage Preschool-Age Children in STEM Learning”, National Science Foundation, 2018-2021, \$1,264,388
- Investigator, “Parenting, Child Sleep, and Transition to Kindergarten” (PI = D. Teti), NIH/NICHD, 2016-2021, \$2,838,116.
- Investigator, “Developing research briefs to focus on innovative strategies for social and emotional learning in schools and communities” (PIs Meg Small & Damon Jones), Robert Wood Johnson Foundation, 2018 – 2021, \$800,000.
- Investigator, “Do children displaying different profiles of cognitive and behavioral self-regulation respond differently to early education programs?” (PI = Ben Bayly), National Institute of Health and Human Development, 2019-2021, \$99,910.
- PI, “Fostering Productive Parent Engagement at School Entry”, Institute of Education Sciences, 2020-2024, \$3,298,915

Professional Affiliations:

American Educational Research Association

American Psychological Association

Association for Psychological Science

International Society for Research on Child and Adolescent Psychopathology

Society for Research in Child Development

Society for Research in Educational Effectiveness

Society for Prevention Research