

VITA
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PRESENT POSITION

Emeritus Professor, Bennett Chair of Prevention Research
Human Development and Family Studies, Pennsylvania State University
Chairperson, CREATE for Education (www.createforeducation.org)

PREVIOUS POSITIONS

Interim Vice President of Policy - Collaborative for Academic Social and Emotional Learning –
(CASEL) Sept 2021-July 31, 2022

Bennett Chair of Prevention Research (1997-2017)

Human Development and Family Studies, Pennsylvania State University

Board Chairperson (CREATE- non-profit) 2018-present

Board Chairperson (PATHS Education Worldwide- non-profit) April 2013-August 2015

Director, Edna Bennett Pierce Prevention Research Center (1998-2013).

Co-Leader, Community Engagement Core, Penn State,

Clinical and Translation Science Institute (2014-2016)

Adjunct Professor, Department of Pediatrics, Pennsylvania State College of Medicine

Adjunct Professor, Department of Psychology, Pennsylvania State University

Professor (Part-University of Stavanger (Norway) November 2014 – 2017 (part-time)

Director, Prevention Research Center (State College and Harrisburg (1998-2012)

Associate Director, Children Youth and Families Consortium (1998-2012)

Professor (Part-time), University of Manchester (UK) November 2011-July 2013

Professor of Psychology, University of Washington – 1990-1997

Associate Professor of Psychology, University of Washington 1983-1990

Assistant Professor of Psychology, University of Washington 1977-1983

EDUCATIONAL BACKGROUND

B.A. (1973) Johns Hopkins University: Baltimore, Maryland

M.A. (1976) University of Virginia: Charlottesville, VA.

Ph.D.(1978) University of Virginia: Charlottesville, VA.

Major: Developmental Psychology

Minor: Pediatric Psychology (Child-Clinical)

PROFESSIONAL ORGANIZATIONS

American Psychological Association
Society for Research in Child Development
American Psychological Society
American Public Health Association
Society for Prevention Research
Society for Research in Child and Adolescent Psychopathology
Association for Supervision and Curriculum Development
Convention of American Instructors of the Deaf
Council of Exceptional Children
American Educational Research Association
American Society of Criminology

HONORS AND AWARDS

Dupont Fellowship, University of Virginia 1973-1976
Invited Participant (Student) Committee on Research in Infancy, 1976 NIMH Research Fellowship
Award (Predoctoral) 1976-1977 Fellow at SRCDD - Sponsored Institute on the
Origins of Communication, June-July, 1979
Fellow, Division 7 (Developmental Psychology) of APA
Division 27 (Society for Community Action Research)
Division 53 (Society for Clinical Child and Adolescent Psychology)
Research Scientist Award, Society for Prevention Research (2002)
Pauline Schmitt Russell Award – College of Health and Human Development /Penn State U. (2002)
University Outreach Award – Penn State University (2003)
Fellow of the Academy of Experimental Criminology (2005)
Fellow, American Education Research Association (2008)
Leadership in Outreach Scholarship Award, College of Health & Human Development (2008)
Society for Prevention Research – Friend of Early Career Awards (2008)
Society for Child Development Distinguished Contributions to Public Policy for Children Award (2009)
Society of Prevention Research – Presidential Award (2013)
Urie Bronfenbrenner Award for Lifetime Contribution to Developmental Psychology in the Service of
Science and Society. American Psychological Association (2016)
Fellow, Association for Psychological Science (2016)
Fellow, Society for Prevention Research

OTHER PROFESSIONAL ACTIVITIES

Editorial Board:

Journal of Educational and Psychological Consultation (1998-2005)
Journal of Deaf Studies and Deaf Education (1996-2008)

Development and Psychopathology (1990 - 1999)
American Annals of the Deaf (1991 -1999)
Perspectives (1987- 1997)
Early Childhood and Development (1989-1992)
Child Development (1980-1984) (1987-1993)
Mindfulness (2014-)
American Journal of Community Psychology (2002-)

Senior Investigator, MacArthur Foundation, Network on the Transition from Infancy to Early Childhood, (1983-1993)

American Psychological Association Presidential Taskforce on Prevention (1998)

Consultant, CDC, Taskforce on Violence Prevention (1998)

Co-Chair of Research Workgroup, CASEL (Collaborative to Advance Social and Emotional Learning)

Ad hoc Member, Review Committees (NIMH, NIDA, NICHD)

Director, University Children's Policy Collaborative (2002-2003)

Member, National Institute of Drug Abuse (NIDA) Advisory Council

Founding Member, Board, CASEL (Collaborative for Academic, Social, and Emotional Learning)

Member, Mind and Life Program Committee (2008-2016)

Chair of Publications Committee – CASEL (Journal of Social and Emotional Learning (2023-))

COMMUNITY SERVICE AND ADVISORY BOARDS

Member, Advisory Board on Deafness, Department of Social and Health Services (DSHS). State of Washington. (1983-1988)

Member, Board of the Troubled Deaf Youth Project (1980-86)

Co-coordinator, Northwest Association for Mental Health and Deafness (1982-1986)

Member, Professional Advisory Committee, Total Communication Society of British Columbia.(1982-)

Member, Board of New Horizons for Learning (1983 - 1997)

Member, Board of Deaf Services for Children, Children's Hospital (1990-1997)

Member, Collaborative Board on Family Service System Reform-Dauphin County, PA (1998- 2008)

Member, Juvenile Prevention Advisory Committee, Pennsylvania Commission on Crime and Delinquency (1998-2007)

Member, Education Subcommittee, Governor's Partnership for Safe Children (PA) (1997-2002)

Member, Governor's Community Partnership for Safe Children (1999-2003)

Consultant, Pennsylvania Statewide Collaborative Board (2000-2003)

Research Director, Governor's Taskforce on Early Care and Education (Pennsylvania – 2002)

Member, Juvenile Justice and Delinquency Prevention Committee (2003-2006)

Member, Governor's Commission on Children (PA) (2004 – 2010)

Board, Passageways (Boulder Colorado)

Advisory Board, Bright Lights Foundation

Leadership Council, Garrison Institute: Initiative on Awareness, Concentration and Learning

Member, Education Research Network, Mind and Life Institute

Advisory Board, Youth-Nex Center (College of Education, University of Virginia)

Emeritus Board Member, Collaborative for Academic and Social Emotional Learning (CASEL Chicago)

Board Member, Holistic Life Foundation. (2010-)

Board Chair, PATHS® Education Worldwide (2013-2015)

PUBLICATIONS

- Mossler, D. G., Marvin, R. S., & Greenberg, M. T. (1976). Conceptual perspective -taking in 2- to 6-year-old children. Developmental Psychology, 12, 1, 85-86.
- Marvin, R. S., Greenberg, M. T., & Mossler, D. G. (1976). The early development of conceptual perspective-taking: Distinguishing among multiple perspectives. Child Development 47, 511-514.
- Marvin, R. S., & Greenberg, M. T. (1977). Cognitive factors in social development: Some implications for the assessment of exceptional children. Paper presented at the Conference on the Exceptional Infant: 0-3 years, March, 1976, Proceedings of the Conference. University of Virginia Press.
- Greenberg, M. T., Marvin, R. S., & Mossler, D. G. (1977). The development of conditional reasoning skills, Developmental Psychology, 13 ,5, 527-528.
- Mossler, D. G., Greenberg, M. T., & Marvin, R. S. (1977). The early development of conceptual perspective-taking. In R. Smart and M. Smart (Eds.), Readings in child development and relationships. New York: MacMillan Publishing Company.
- Miscione, J. L., Marvin, R. S., O'Brien, R. G., & Greenberg, M.T. (1978). A developmental study of preschool children's understanding of the word "know" and "guess." Child Development, 49, 1107-1113.
- Greenberg, M. T., & Marvin, R. S. (1979). Attachment patterns in profoundly deaf preschool children, Merrill-Palmer Quarterly, 25, 4, 265-279.
- Greenberg, M. T. (1980). Social interaction between deaf preschoolers and their mothers: The effects of communication method and communication competence. Developmental Psychology, 16, 465-474.
- Greenberg, M. T. (1980). Mode use in profoundly deaf preschool children: The effects of communication method and communication competence. Applied Psycholinguistics, 1, 65-79.
- Greenberg, M. T. (1980). Hearing families with deaf children: Family stress as a function of communication method. American Annals of the Deaf, 125, 1063- 1071.
- Meadow, K. P, Greenberg, M. T., Erting, C., & Carmichael, H. (1981). Interactions of deaf mothers and deaf preschool children: Comparisons with three other groups of deaf and hearing dyads. American Annals of the Deaf, 126, 454-468.
- Greenberg, M. T., & Marvin, R. S. (1982). Reactions of preschool children to an adult stranger: A behavioral systems approach. Child Development. 53, 481-490.

- Greenberg, M. T. (1982). Language and social interaction in infancy: Response to Bricker and Carlson. In E. B. Edgar, N. G. Haring, J. R. Jenkins, and C. G. Pious (Eds.), Mentally handicapped children: Education and training. Baltimore: University Park Press.
- Greenberg, M. T., Kusche, C. A., & Smith, M. (1982). A social-cognitive model of primary prevention of psychosocial difficulties in deaf children. Deafness Monograph No. 1. Socialization of the deaf child. Washington D. C., Gallaudet College.
- Greenberg, M. T. (1982). Current needs and issues in mental health services for the deaf. In J. Freeburg and C. Disotell (Eds.), Mental health services for deaf and hearing impaired people: Proceedings of the Region X Conference. Monmouth, Oregon: Western Oregon State College.
- Ragozin, A. S., Basham, R., Crnic, K. A., Greenberg, M. T., & Robinson, N. M. (1982). Effects of maternal age on parenting role. Developmental Psychology, 18, 627- 634.
- Carmichael, H., & Greenberg, M. T. (1982). Functional communication in deaf vs. hearing mother-dyads: Descriptive analysis and intervention implications. Piaget and the Helping Professions. Volume 8. University of Southern California Press.
- Marvin, R. S., & Greenberg, M. T. (1982). Preschooler's changing conception of their mothers: A social-cognitive study of mother-child attachment. In D. Forbes and M. T. Greenberg (Eds.), Children's Planning Strategies, Number 18, New Directions in Child Development. San Francisco: Jossey-Bass.
- Forbes, D., & Greenberg, M. T. (Eds.), (1982). Children's Planning Strategies, Number 18, New Directions in Child Development. San Francisco: Jossey-Bass.
- Meadow, K. P., Greenberg, M. T., & Erting, C. (1983). Attachment behavior of deaf children of deaf parents. Journal of the American Academy of Child Psychiatry. 22, 23-28.
- Kusche, C. A., & Greenberg, M. T. (1983). The development of evaluative understanding and role-taking ability in deaf and hearing children. Child Development. 54, 141-147.
- Crnic, K. A., Greenberg, M. T., Ragozin, A. S., Robinson, N. M., & Basham, R. (1983). Effects of stress and social support on mothers and premature and full-term infants. Child Development, 54, 209-217.
- Greenberg, M. T. (1983). Family stress and child competence: The effects of early intervention for families with deaf infants. American Annals of the Deaf. 128, 407-417.
- Kusche, C. A., & Greenberg, M. T. (1983). Nonverbal intelligence and verbal achievement in deaf adolescents: An examination of heredity and environment. American Annals of the Deaf, 128, 458-466.

- Crnic, K. A., Ragozin, A. S., Greenberg, M. T., Robinson, N. M., & Basham, R. (1983). Social interaction and developmental competence of preterm and full-term infants during the first year of life. Child Development, 54, 1199-1210.
- Friedrich, W. A., Greenberg, M. T., & Crnic, K. A. (1983). The revised questionnaire on resources and stress: QRS-R. American Journal of Mental Deficiency, 88, 41-48.
- Kusche, C. A., Garfield, T. S., & Greenberg, M. T. (1983). The understanding of emotional and social attributions in deaf adolescents. Journal of Clinical Child Psychology, 12, 153-160.
- Crnic, K. A., Friedrich, W. A., & Greenberg, M. T. (1983). The adaptation of families with mentally retarded children: Stress, coping, and family ecology. American Journal of Mental Deficiency, 88, 125-138.
- Greenberg, M., Siegel, J. M., & Leitch, C. J. (1983). The nature and importance of attachment relationships to parents and peers during adolescence. Journal of Youth and Adolescence, 12, 373-386.
- Greenberg, M. T. (1984). Affective beginnings and early relationships: An introduction. In L. Feagans, R. Golinkoff and C. Garvey (Eds.), The origins and growth of communication. New York: Ablex Publishers.
- Greenberg, M. T. (1984). Pragmatics and social interaction: The unrealized nexus. In L. Feagans, R. Golinkoff and C. Garvey (Eds.), The origins and growth of communication. New York: Ablex Publishers.
- Greenberg, M. T., Calderon, R., & Kusche, C. A. (1984). Early intervention using simultaneous communication with deaf infants: The effect on communicative development. Child Development, 55, 607-616.
- Crnic, K. A., Greenberg, M. T., & Robinson, N. M. (1984). Maternal stress and social support: Effects on the mother-infant relationship from birth to eighteen months. American Journal of Orthopsychiatry, 54, 224-235.
- Greenberg, M. T., & Calderon, R. (1984). Early interaction for deaf children and their families: Outcomes and issues. Topics in Early Childhood Special Education, 3, 1-9.
- Greenberg, M. T., Kusche, C. A., Gustafson, R. N., & Calderon, R. (1985). The PATHS Project: A model for the prevention of psychosocial difficulties in deaf children. In G. B. Anderson and D. Watson (Eds.), Habilitation and rehabilitation of deaf adolescents. Washington, D.C.: Gallaudet College Press.
- Greenberg, M. T. (1985). Problem-solving and social relationships: The application of a stress and coping model for treating deaf clients. In G. B. Anderson (Ed.), Counseling deaf people: Research and practice. University of Arkansas.

- Meltzoff, A., & Greenberg, M. T. (1985). Child psychology and development. In R. Hantula (Ed.), Health and medical horizons 1985. New York: MacMillan Inc.
- Vadasy, P. F., Fewell, R. R., Meyer, D. J., & Greenberg, M. T. (1985). Supporting fathers of handicapped young children: Preliminary findings of program effects. Analysis and Intervention in Developmental Disabilities, 5, 151-163.
- Friedrich, W. A., Greenberg, M. T., & Crnic, K. A. (1986). Empirical studies of handicapped children and their families: Measurement issues and conceptual framework. In S. Landesman-Dwyer and P. Vietze (Eds.), Research on the impact of residential settings on mentally retarded persons. Baltimore: University Park Press.
- Greenberg, M. T., & Calderon, R (1986). Parent programs. In J. Van Cleve (Ed.), Encyclopedia of deaf people and deafness. New York: McGraw-Hill.
- Vadasy, P. F., Fewell, R. R., Greenberg, M.T., Dermond, N. L., & Meyer, D. J. (1986). Follow-up evaluation of the effects of involvement in the fathers program. Topics in Early Childhood Special Education 6,13-31.
- Crnic, K. A., Greenberg, M. T., & Slough, N. M. (1986). Early stress and social support influences on mothers' and high-risk infants' functioning in late infancy. Infant Mental Health Journal, 7, 19-33.
- Armsden, G. C., & Greenberg, M. T. (1987). The inventory of parent and peer attachments: Individual differences and their relationship to well-being in adolescence. Journal of Youth and Adolescence, 16, 427-454.
- Crnic, K. A., & Greenberg, M. T. (1987). Transactional relationships between family style, risk status, and mother-child interactions with two-year-olds. Journal of Pediatric Psychology, 12, 343-362.
- Dale, P. S., Greenberg, M. T., & Crnic, K. A. (1987). The multiple determinants of symbolic development: Evidence from preterm children. In D. Cicchetti and M. Beeghly (Eds.) Symbolic development in atypical children, New Directions in Child Development, Number 36, 69-86.
- Kusche, C. A. , Greenberg, M. T., Calderon, R., & Gustafson, R. N. (1987). Generalization strategies from the PATHS Project for the prevention of substance abuse disorders. In G. Anderson and D. Watson (Eds.), Innovations in the habilitation and rehabilitation of deaf adolescents (pp. 263-304) Little Rock, AK: University of Arkansas.
- Greenberg, M. T., & Crnic, K. A. (1988). Longitudinal predictors of developmental status and social interaction in premature and full-term infants at age two. Child Development, 59, 554-570.
- Greenberg, M. T., Speltz, M. (1988). Contributions of attachment theory to the understanding of conduct problems during the preschool years. In J. Belsky and T. Nezworski (Eds.), Clinical implications of attachment theory. (pp. 177-218) New York: Plenum.

- Greenberg, M. T. (1988). Review of Problem-Solving Therapy: A Social Competence Approach to Clinical Intervention. Contemporary Psychology, 33, 700-702.
- Greenberg, M. T., & Kusche, C. A. (1989). Cognitive, personal, and social development in deaf children and adolescents. In M. C. Wang, H. J. Walberg, & M. C. Reynolds (Eds.), The handbook of special education: Research and practice (Vol. 1-3) (p.95-129) Oxford, England: Pergamon Press.
- Greenberg, M. T. (1989). Review of Attachment in Social Networks. Contemporary Psychology.
- Frey, K. S., Fewell, R. R., Vadasy, P. F., & Greenberg, M. T. (1989). Parental adjustment and changes in child outcome among families of young handicapped children. Topics in Early Childhood Special Education, 8, 38-57.
- Crnic, K. A., & Greenberg, M. T. (1989). Maternal stress, social support, and coping: Influences on the early mother-infant relationship. In C. F. Z. Boukydis (Ed.), Research on support for parents and infants. New Jersey: Ablex Publishers.
- Frey, K. S., Greenberg, M. T., & Fewell, R. (1989). Stress and coping among parents of exceptional children: A multidimensional approach. American Journal of Mental Retardation 94 ,240-249.
- Greenberg, M. T., Cicchetti, D., & Cummings, E. M. (Eds.) (1990). Attachment in the preschool years: Theory, research and intervention. Chicago: University of Chicago Press.
- Greenberg, M. T., Cicchetti, D., & Cummings, E. M. (1990). History of a collaboration in the study of attachment. In M. T. Greenberg, D. Cicchetti, and E. M. Cummings (Eds.) Attachment in the preschool years: Theory, research and intervention. Chicago: University of Chicago Press.
- Cicchetti, D., Cummings, E. M., Greenberg, M. T., & Marvin, R. S. (1990). An organizational perspective on attachment beyond infancy: Implications for theory, measurement, and research. In M. T. Greenberg, D. Cicchetti, and E. M. Cummings (Eds.) Attachment in the preschool years: Theory, research and intervention. Chicago: University of Chicago Press.
- Slough, N. S., & Greenberg, M. T. (1990). Attachment and mental representations of self and other in five year-olds. New Directions in Child Development ,48 67-84.
- Speltz, M. L. , Greenberg, M. T., & DeKlyen, M. (1990). Attachment in preschoolers with disruptive behavior: A comparison of clinic-referred and nonproblem children. Development and Psychopathology, 2, 31-46.
- Crnic, K. A., & Greenberg, M. T. (1990). Minor parenting stresses with young children. Child Development, 61, 1628-1637.
- Greenberg, M. T., Kusche, C. A., & Speltz, M. (1991). Emotional regulation, self-control and psychopathology: The role of relationships in early childhood. In D. Cicchetti & S. Toth (Eds.)

Internalizing and externalizing expressions of dysfunction. Rochester Symposium on Developmental Psychopathology (Vol. 2) (pp. 21-55). New York: Cambridge University Press.

- Calderon, R., Greenberg, M. T., and Kusche, C. A. (1991). The influence of family coping on the cognitive and social skills of deaf children. In D. Martin (Ed.) Advances in Cognition, Education, and Deafness. Washington, D. C. : Gallaudet University Press.
- Kusche, C. A., and Greenberg, M. T. (1991). Cortical organization and information processing in deaf children. In D. Martin (Ed.) Advances in Cognition, Education, and Deafness. Washington, D. C. : Gallaudet University Press.
- Armsden, G.C., McCauley, E., Greenberg, M. T., Burke, P., & Mitchell, J. (1991). Parent and peer attachments in early adolescent depression. Journal of Abnormal Child Psychology, 18, 683-697.
- Morrisett, C. E., Barnard, K. E., Greenberg, M. T., Booth, C. L., & Spieker, S. J. (1991). Environmental influences on early language development: The context of social risk. Development and Psychopathology, 2, 127-149.
- Cicchetti, D. & Greenberg, Mark, T. (1991). The legacy of John Bowlby. Development & Psychopathology, 3, 347-350.
- Greenberg, M. T., Speltz, M. L., DeKlyen, M., & Endriga, M. C. (1991). Attachment security in preschoolers with and without externalizing problems: A replication. Development and Psychopathology, 3, 413-430.
- Cheney, D., Greenberg, M., Kusche, C. (1991). Teacher effectiveness with PATHS: A social-cognitive curriculum for elementary students. In J. Tindal and J. Marr (Eds.) The Oregon Conference Monograph - 1991 (pp. 81-85). Eugene, OR: University of Oregon, College of Education.
- Greenberg, M. T., Carmichael-Olson, H., and Crnic, K. (1991). Developmental outcomes of preterm infants at 4 years of age. In S. L. Friedman and M. D. Sigman (Eds.) The psychological development of low birthweight children. New Jersey: Ablex.
- Conduct Problems Prevention Research Group (1992) A developmental and clinical model for the prevention of conduct disorders: The FAST Track Program. Development and Psychopathology, 4, 509-527.
- Greenberg, M. T., & Kusche, C. A. (1993). Promoting social and emotional development in deaf children: The PATHS Project. Seattle: University of Washington Press.
- Speltz, M., Galbraith, H. and Greenberg, M. T. (1993). A developmental framework for psychosocial research on young children with cranio-facial anomalies. In R. Eder (Ed.) Developmental factors in cranio-facial anomalies. New York: Springer-Verlag.
- Calderon, R. & Greenberg, M. T. (1993) Consideration in the adaptation of families with school-aged deaf children. In M. Marshark and M. D. Clark (Eds.) Psychological perspectives on deafness. Hillsdale, NJ: Erlbaum.

- Greenberg, M. T., Speltz, M. L., & DeKlyen, M. (1993). The role of attachment in the early development of disruptive behavior problems. Development and Psychopathology, 5, 191-213.
- Greenberg, M. T. (1993). Preventive interventions with deaf children. In C. Laurenzi and P. Hindley (Eds.) Keep deaf children in mind: Current issues in mental health. Leeds, Great Britain: National Deaf Children's Society.
- Kusche, C. A., Cook, E. T., & Greenberg, M. T. (1993). Neuropsychological and cognitive functioning in children with anxiety, externalizing, and comorbid Psychopathology. Journal of Clinical Child Psychology, 22, 172-195.
- Wheby, J. H., Dodge, K.A., Valente, E. & The Conduct Problems Prevention Research Group (1993). School behavior of first grad children identified as at-risk for development of conduct problems. Behavioral Disorders, 19, 67-78.
- Cook, E. T., Greenberg, M. T., & Kusche, C. A. (1994). The relations between emotional understanding, intellectual functioning, and disruptive behavior problems in elementary school-aged children. Journal of Abnormal Child Psychology, 22, 205-219.
- Kusche, C. A. & Greenberg, M. T. (1994) The PATHS Curriculum. Kusché, C.A., & Greenberg, M.T. (1994). The PATHS (Promoting Alternative Thinking Strategies) Curriculum. South Deerfield, MA: Channing-Bete Co.
- Quamma, J. P., & Greenberg, M. T. (1994). Children's experience of life stress: The role of family social support and social problem-solving skills as protective factors. Journal of Child Clinical Psychology, 23, 295-305.
- Speltz, M. L., Greenberg, M. T., Endriga, M. C., & Galbreath, H. (1994). Developmental approach to the psychology of craniofacial anomalies. Cleft Palate Craniofacial Journal, 31, 61-67.
- Greenberg, M. T., Kusche, C. A., Cook, E. T., & Quamma, J. P. (1995). Promoting emotional competence in school-aged children: The effects of the PATHS Curriculum. Development and Psychopathology, 7, 117-136.
- Lochman, J. E., & Conduct Problems Prevention Research Group (1995). Screening of child behavior problems for prevention programs at school entry. Journal of Consulting and Clinical Psychology, 63, 549-559.
- Harnish, J. D., Dodge, K. A., Valente, E., & Conduct Problems Prevention Research Group. (1995) . Mother-child quality as a partial mediator of the roles of maternal depressive symptomatology and socioeconomic status in the development of child behavior problems. Child Development, 66, 739-753.

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- McMahon, R. J., & Greenberg, M. T. (1995). The FAST Track Program: A developmentally focused intervention for children with conduct problems. Clinician's Research Digest, Supplemental Bulletin 13.
- Kirsch, S. J., Crnic, K. A., & Greenberg, M. T. (1995). Relations between parent-child affect and synchrony and cognitive outcome at 5-years-of-age. Personal Relationships, 2, 187-198.
- Stormshak, E. A., Bellanti, C. J., Bierman, K. L., & Conduct Problems Prevention Research Group. (1996). The quality of sibling relationships and the development of social competence and behavioral control in aggressive children. Developmental Psychology, 32, 79-89.
- Bierman, K.L., & the Conduct Problems Prevention Research Group. (1996). Integrating social skill training interventions with parent training and family-focused support to prevent conduct disorders: The Fast Track Multisite Demonstration Project. In C.F. Ferris & T. Grisso (Eds.), Understanding aggressive behavior in children (pp. 256-264). New York: Annals of the New York Academy of Sciences.
- Bierman, K., Greenberg, M. T., & Conduct Problems Prevention Research Group (1996). Social skills in the FAST Track Program. In R. DeV. Peters & R. J. McMahon (Eds.). Prevention and early intervention: Childhood disorders, substance abuse, and delinquency. (p. 65-89) Newbury Park, CA: Sage.
- McMahon, R. J., Slough, N. M., & The Conduct Problems Prevention Research Group. (1996). Family-based intervention in the FAST Track Program. In R. DeV. Peters & R. J. McMahon (Eds.). Prevention and early intervention: Childhood disorders, substance abuse, and delinquency (p. 90-110) Newbury Park, CA: Sage.
- Bierman, K. L. and Conduct Problems Prevention Research Group (1996). Integrating social-skills training interventions with parent training and family-focused support to prevent conduct disorder in high-risk populations: The Fast Track multisite demonstration project. C. Ferris and T. Grisso (Eds.) Understanding aggressive behavior in children. Annals of the New York Academy of Sciences, 794. (pp. 256-264). New York: New York Academy of Sciences.
- Conduct Problems Prevention Research Group (1996a). An initial evaluation of the Fast Track Program. In J. A. Linney (Ed.) Proceedings of the Fifth National Prevention Research Conference. Washington, DC: NIMH.
- Calderon, R. & Greenberg, M. T. (1997). The effectiveness of early intervention for children with hearing impairments. In M. J. Guralnick (Ed.) The effectiveness of early intervention: Second generation research (p. 456-482.). Baltimore MD: Paul Brookes Company.

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- Greenberg, M. T., & Snell, J. (1997). The neurological basis of emotional development. In P. Salovey (Ed.) Emotional development and emotional literacy (pp. 92-119). New York: Basic Books.
- Greenberg, M. T., Lengua, L., & Calderon, R. (1997). The nexus of culture and sensory loss: Coping with deafness. In I. Sandler and S. Wolchik (Eds.) Handbook of children's coping with common stressors (pp. 301-332). New York: Plenum.
- Bierman, K. L. & the Conduct Problems Prevention Research Group (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.
- Stormshak, E. A., Speltz, M. L., DeKlyen, M., & Greenberg, M. T. (1997). Observed family interaction during clinical interviews: A comparison of families containing preschool boys with and without disruptive behavior. Journal of Abnormal Child Psychology, 25, 345-357.
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- Weissberg, R. P., & Greenberg, M. T. (1998). School and community competence-enhancement and prevention programs. In W. Damon (Series Ed.) & I. E. Sigel & K. A. Renninger (Vol. Eds.), Handbook of child psychology: Vol 4. Child psychology in practice (5th ed., pp. 877-954). New York: John Wiley & Sons.
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Blogs

See <https://createforeducation.org/blog/>

COMPLETED GRANTS

1. Communicative competence and social behavior of deaf children. University of Washington Graduate School Research Fund (January 1979 to July 1979.) (\$4,188).
2. Evaluation of deaf preschoolers in an early intervention project. Health Welfare Canada (October, 1978 through April, 1981) (\$59,000).
3. Prematurity, mother-infant interaction and language. From Maternal and Child Health, HEW (in collaboration with Drs. K. Crnic, N. Robinson, and A. Ragozin of CDMRC) (February 1, 1979 to December 31, 1981) (\$230,000).
4. Development of pragmatics in language-disordered children. University of Washington Graduate School Research Fund (June 15, 1979 to July 1, 1980.) (\$6,200).
5. Communication in deaf preschool children and their mothers. Health Welfare Canada (March 1, 1981 to February 31, 1982.) (\$11,000).
6. The development of interpersonal problem-solving in young deaf children: A preventive approach. Washington Department of Public Instruction (September 11 1981 to August 31, 1982) (\$56,000).
7. PATHS for Deaf Children. Lions Club of Puget Sound (January, 1983 to August, 1983) (\$4,300).
8. PATHS for Deaf Children. Forest Foundation (November, 1982 to July, 1983) (\$4,300).
9. PATHS for Deaf Children. University of Washington Graduate School Research Fund (March, 1983 to August, 1983) (\$4,800)
10. Child Mental Health Faculty Development Award, NIMH. (September 1983 to September 1984) (\$47,327)
11. Theory and Measurement of Attachment During the Transition to Childhood. MacArthur Network on Transition from Infancy to Childhood. (January 1984 to May 1984) (\$6,500)
12. Workshop on Theory and Measurement of Attachment During the Transition to Childhood II. MacArthur Network on Transition from Infancy to Childhood. (January 1985 to May 1985) (\$10,100)

13. PATHS II for deaf children. William T. Grant Foundation, (June 1983 to February 1986) (\$165,000)
14. Social and cognitive development of premature infants. Co-PI with K. Crnic. Maternal and Child Health. (September 1983 to February 1986) (\$180,000).
15. Workshop on Theory and Measurement of Attachment During the Transition to Childhood III. MacArthur Network on Transition from Infancy to Childhood. (January 1986 to May 1986) (\$12,200)
16. Psychophysiology of Attachment. Co-PI with G. Dawson. MacArthur Network on the Transition from Infancy to Childhood. (January 1987 to October 1988) (\$8,000)
17. Familial adaptation to developmentally delayed children. Maternal and Child Health. (May 1985 to March 31, 1989) (\$345,000)
18. Collaborative Project on the Measurement of Attachment During the Preschool Years. MacArthur Network on Transition from Infancy to Childhood. (October 1, 1988 to June, 1990) (\$43,000)
19. Social Competence in the Visually Impaired - Graduate School Research Fund (\$7,000) (July 1, 1989-July 31, 1990)
20. Multisite Prevention of Conduct Disorders: NIMH Prevention Branch October 1, 1990 - September 31, 1993 (\$2,600,000).
21. The PATHS Project: Preventive Intervention for Children. NIMH Prevention Branch (December 1987 to November 1994) (\$1,175,000 direct costs)
22. Parent-Adolescent Relations: A Protective Factor in the Prevention of Substance Abuse: ADA1 12/93-3/95 (14,811 Direct Cost).
23. Multisite Prevention of Conduct Disorders: NIMH Prevention Branch September 1, 1993 - August 31, 1998 Co- PI. This project is coordinated with 3 other sites (Duke, Vanderbilt and University of Washington).
24. Developmental Risk for Disruptive Behavior Disorders: NIMH April 1, 1991 - March 31, 1998. (\$1,223,013 direct costs for 5-year period). I serve as Co-PI with Matthew Speltz as PI.
25. Leonard Parker Pool Fellowship Program: Pool Trust 4/1/98-12/31/98 (\$50,000)
26. State-wide Evaluation of Communities That Care : Pennsylvania Commission on Crime and Delinquency 4/1/98 – 8/31/2001 (\$353,646)
27. Review of Research on Implementation: Center for Mental Health Services. 11/1/99 – 10/31/00 – (\$23,680)

28. Technical Assistance to PA Blueprint Program (Pennsylvania Commission on Crime and Delinquency) 12/1/99- 12/31/00 – (\$66,468)
29. Comprehensive Prevention Planning (Pennsylvania Commission on Crime and Delinquency) 12/1/99- 12/31/00 – (\$65,000)
30. Evaluation of Pennsylvania's Safe Schools Initiative (PA Dept of Education) 3/01/00 = 12/31/01 (\$97,000)
31. Multi-site Prevention of Conduct Disorders: NIMH Prevention Branch September 1,1998 - August 31, 2003 Co- PI. This project is coordinated with 3 other sites: \$6,123,000 (Duke, Vanderbilt and University of Washington).
32. Implementation of PATHS Curriculum (Harrisburg, PA): Governor's Partnership for Safe Children, State of Pennsylvania 9/1/01-8/31/02 (41,929)
33. Mental Health Promotion in Early Head Start (NIH) – 9/1/99 – 8/31/02 (\$325,000)
34. Technical Assistance to PA Blueprint Program (Pennsylvania Commission on Crime and Delinquency) 01/1/02- 12/31/02 – (\$138,049)
35. Safe Schools/Healthy Students (OJJDP/CMHS/NIJ)6/01/2000-5/31/2003 - (\$700,000 - subcontract from the Tyrone School District)
36. Research for the PA. Early Childhood Taskforce 3/1/02-12/31/02. PA Governor's Office. This project coordinated five research initiatives for the state taskforce (\$1,200,000)
37. Evaluation of Healthy Families Philadelphia (William Penn Foundation) – 1/31/00 - 1/30/04 (#343,384)
38. Technical Assistance to PA Blueprint Program (Pennsylvania Commission on Crime and Delinquency) 10/01/03- 09/30/03 – (\$197,130)
39. Safe Schools/Healthy Students (OJJDP/CMHS/NIJ)7/01/2003 - 6/31/2006 - (\$920,000 - subcontract from the Harrisburg School District)
40. Evaluation of Early Head Start Program in Lehigh Valley: Pool Trust 1/1/99 – 12/31/-2004 (\$200,000)
41. Evaluation of New Parent Support Program (U.S. Marine Corps) – 05/01/02 -09/30/05 (\$346,518)
42. HOPE – (Funded by CMHS/HHS - Subcontract from Dauphin County Mental Health) 7/1/2003 – 7/1/2006 (155,000)

43. Multi-site Prevention of Conduct Disorders: NIMH Prevention Branch September 1, 2003 - August 31, 2008 Co- PI. This project is coordinated with 3 other sites: (Duke, Vanderbilt and University of Washington). (\$2,635,204)
44. Partnership Model for Diffusion: PROSPER: NIDA and other agencies 12/1/01 –11/31/-07. This project is coordinated with Iowa State University. (PSU Budget =10,107,985)
45. Capital Area Early Childhood Institute (Greater Harrisburg Foundation) – 11/1/99 – 10/31/-2007 (\$510,000)
46. Technical Assistance to PA Blueprint Program (Pennsylvania Commission on Crime and Delinquency) 07/01/04- 07/01/08 – (\$340,000); Role: Investigator
47. REDI (NICHD: Karen Bierman, PI) 7/01/04-6/31-09 – 2,500,000 ROLE: Investigator
48. Training in Early Childhood Mental Health (NIMH) 7/1/04-6/31/09 ROLE: Co- PI (\$2,576,487)
49. Mind and Life Institute – Senior Research Scientist Award- 3/2008 (\$20,000)
50. Daniel Attias Family Foundation – General Research Gift (5,000)
51. Partnership Model for Diffusion: PROSPER: NIDA and other agencies 9/01/07 –8/31/-12. This project is coordinated with Iowa State University. (PSU Budget =6,344,001)
52. Children in Rural Poverty (NICHD Subcontract from Univ of North Carolina) 7/1/2007-6/31/2012 (\$4,008,174)
53. Strategic Prevention Framework State Incentive Grant (Centre County through the PA Department of Health 3/2007-2/2010 (161,000)
54. Economic analysis of the Fast Track Intervention (NIMH –E. Michael Foster PI) 4/1/02 – 3/31/08 ROLE: Investigator
55. Evaluation of the REACH Comprehensive Preschool Initiative (W. K. Kellogg Foundation) – 07/10/02 – 06/31/2011 (\$1,208,246)
56. Dartington Social Trust (UK) – Consultation (\$50,000)
57. Barnados Agency (Ireland) – Consultation (\$17,000)
58. Channing-Bete Publishing Corp – General Research Support (\$50,000)
59. Prevention and Methodology Training Grant (NIDA) 7/1/05 – 6/31/2010. P.I. (1,802,794)
60. Prevention Research Center/John Hopkins Univ. (NIMH) PI: Penn State Subcontract 11/2004-10/2009 (290,027)

61. Department of Health (State of Pennsylvania) - Understanding Violence and Its Prevention.
6/1/2008 - 5/31-2012 (\$3,900,000)
62. Children in Rural Poverty: Risk and Protective Mechanisms (NICHD) 07/01/07–06/30/14,
(6,400.000). Role: Investigator
63. ARRA: Toward a PROSPER State Partnership Network: Building Infrastructure and Capacity
(NIDA) 10/1/2009-9/31/2011: Role: PI on Penn State Subcontract
64. Examining Key Assumptions: Prevention of Alcohol Use (NIAAA) 10/1/2009-9/31/2001 (Co-
Investigator)
65. Improving Classroom Learning Environments by Cultivating Awareness and Resilience in
Education (CARE) (Institute of Educational Sciences) 05/01/09–04/30/10 — Role-Co-PI
66. Family Life Project: Children in Rural Poverty (NICHD) 07/01/07–06/30/13 (4,800,000)
67. An Evaluation of the PATHS to PAX Program – (Dept of Education/Institute of Educational
Sciences) to Johns Hopkins University 08/02/08–07/31/13. Role: PI on PSU Subcontract
68. Center for Prevention and Early Intervention (NIMH) (\$68,867) Role: Principal Investigator, Penn
State Subcontract
69. Efficacy Trial of a Mindfulness-Enhanced Strengthening Families Program (NIDA) 09/01/09
06/30/15 (\$676,949) - Role: PI
70. Implications of Genetic Variance for Substance Use Interventions in Adolescence (NIDA) 12/01/10–
11/30/14 (\$2,514,641) - Role: Co-Principal Investigator
71. Family Life Project: Children in Rural Poverty (NICHD) 09/01/13–08/30/15 (\$142,026)
72. Partnership Model for Diffusion of Proven Prevention (NIDA) 09/01/07–08/31/14 (\$450,000) -Role:
Principal Investigator, Penn State Subcontract
73. Prevention And Methodology Training (PAMT) (NIDA) 07/01/05–06/30/15 (\$386,550) - Role:
Principal Investigator
74. HealthWise Dissemination: Translation to Multiple Schools (NIDA) 02/01/09–01/31/15 (\$533,872)
Role: Investigator
75. Underlying Regulatory Mechanisms of Prevention Outcomes in the School-based PATHS Program
(NIDA) 04/01/10–03/31/15 (\$637,203) - Role: Principal Investigator (Subcontract)
76. NIDA Yoga Study (NIDA) 12/01/10–11/30/14, (\$121,178) - Role: Principal Investigator
(Subcontract)

77. Stress Exposure and Immune Outcomes in Children: The Family Life Project (NIMH) 02/01/2014/-02/28/2018 (\$583,492). Role: PI of Penn State Subcontract
78. Improving Classroom Learning Environments by Cultivating Awareness and Resilience in Education (CARE): A Cluster Randomized Controlled Efficacy Trial (Institute for Educational Science (DOE), 03/01/12–02/28/17 (\$324,245) - Role: Co-PI
79. Enhancing Outcomes of an Evidence-Based Social-Emotional Learning Program with A School Support Model (NoVo Foundation) (\$500,000) 01/01/14–12/31/17 Role: PI
80. Enhancing Outcomes of an Evidence-Based Social-Emotional Learning Program with A School Support Model (U.S. Department of Education/i3 Grant) \$ 2,980,000 01/01/14–12/31/17 Role: PI
81. Research and Policy Briefs on Social and Emotional Development. Robert Wood Johnson Foundation, \$501,331, 10/01/2015 - 09/30/2017. Role:PI
82. Family Life Project: Stress, Self-Regulation and Psychopathology in Middle Childhood (NICHD) \$1,677,515, 04/01/15- 03/31/20; Role: PI of Penn State Subcontract
83. Family Life Project: An Epidemiological and Longitudinal Study of Rural Child Literacy Trajectories,(NICHD) 1,345,633, 07/20/2014- 06/30/19, Role: PI of Penn State Subcontract
84. Early Life Stress and the Environmental Origins of Disease: A Population-based Prospective Longitudinal Study of Children in Rural Poverty (NICHD) 09/01/16-08/31/18, \$412,645. Role: PI of Penn State Subcontract