

# Rachel Razza, Ph.D.

## OFFICE ADDRESS

Department of Human Development and Family Science  
David B. Falk College of Sport and Human Dynamics  
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## PRESENT POSITION

Associate Professor of Human Development and Family Science, Syracuse University  
Associate Director, Contemplative Collaborative, Syracuse University

## EDUCATION

Postdoctoral Fellow, Developmental Psychology, 2005-2007  
National Center for Children and Families, Teachers College, Columbia University, New York, N.Y.  
Mentor: Jeanne Brooks-Gunn

Ph.D., Human Development and Family Studies, May 2005  
The Pennsylvania State University, State College, Pennsylvania  
Dissertation Title: *Relations Among False-Belief Understanding, Executive Function, and Social Competence: A Longitudinal Analysis*  
Mentor: Clancy Blair

M.S., Human Development and Family Studies, August 2001  
The Pennsylvania State University, State College, Pennsylvania  
Master's Thesis Title: *False-belief Understanding in a Head Start Population*

B.A., Psychology major, Biology and Human Development minors, May 1999  
State University of New York College (SUNY) at Geneseo, Geneseo, New York

## PUBLICATIONS

Maiden name: Peters; \*denotes student author

### Peer-Reviewed Publications

Razza, R. A., Martin, A., & Brooks-Gunn, J. (2016). Links between motor control and classroom behaviors: Moderation by low birth weight. *Journal of Child and Family Studies*, 25(8), 2423-2434.

\*Pudasainee-Kapri, S., & Razza, R. (2015). Associations among supportive co-parenting, father engagement and attachment: The role of race/ethnicity. *Journal of Child and Family Studies*, 24(12), 3793-3804.

Bergen-Cico, D., Razza, R. A., & Timmins, A. (2015). Fostering self-regulation through curricula infusion of mindful yoga: A pilot study of efficacy and feasibility. *Journal of Child and Family Studies*, 24(11), 3448-3461.

Razza, R. A., Martin, A., & Brooks-Gunn, J. (2015). Are approaches to learning in kindergarten associated with academic and social competence similarly? *Child and Youth Care Forum*, 44(6), 757-776.

Martin, A., Razza, R. A., & Brooks-Gunn, J. (2015). The Maternal Description of Child (MDoC): A new audiotaped measure of maternal affect. *Infant and Child Development*, 24(3), 228-239.

Razza, R. A., Bergen-Cico, D., & \*Raymond, K. (2015). Enhancing preschoolers' self-regulation via mindful yoga. *Journal of Child and Family Studies*, 24(2), 372-385.

Razza, R. A., & \*Raymond, K. P. (2013). Associations among maternal behavior, delay of gratification, and school success across the early childhood years. *Social Development*, 22, 180- 196. doi: 10.1111/j.1467-9507.2012.00665.x

Razza, R. A., Martin, A. M., & Brooks-Gunn, J. (2012). The implications of early attentional regulation for school success among low-income children. *Journal of Applied Developmental Psychology*, 33 (6), 311-319. doi 10.1016/j.appdev.2012.07.005. PMC3519429.

Martin, A., Razza, R. A., & Brooks-Gunn, J. (2012). Sustained attention at age 5 predicts attention-related problems at age 9. *International Journal of Behavioral Development*, 36(6), 413-419. doi 10.1177/0165025412450527. PMC3516410.

Razza, R. A., Martin, A. M., & Brooks-Gunn, J. (2012). Anger and children's socioemotional development: Can parenting elicit a positive side to a negative emotion? *Journal of Child and Family Studies*, 21(5), 845-856.

Martin, A., Razza, R. A., & Brooks-Gunn, J. (2012). Specifying the links between household chaos and preschool children's development. *Early Child Development and Care, 10*, 1247-1263. doi 10.1177/0165025412450527. PMC3422884.

Razza, R. A., Martin, A., & Brooks-Gunn, J. (2010). Associations among family environment, sustained attention, and school readiness for low-income children. *Developmental Psychology, 46*(6), 1528-1542.

Razza, R. A., & Blair, C. (2009). Associations among false-belief understanding, executive function, and social competence: A longitudinal analysis. *Journal of Applied Developmental Psychology, 30*, 332-343.

Philipsen-Hetzner, N. M., Razza, R. A., Malone, L. M., & Brooks-Gunn, J. (2009). Associations among feeding behaviors during infancy and child illness at two years. *Maternal and Child Health Journal, 13*, 795-805.

Blair, C., & Razza, R. A. (2007). Relating effortful control, executive function, and false belief understanding to emerging math and literacy ability in kindergarten. *Child Development, 78*, 647-663.

Riggs, N. R., Jahromi, L. B., Razza, R. P., Dillworth, J. E., & Mueller, U. (2006). Executive function and the promotion of social-emotional competence. *Journal of Applied Developmental Psychology, 27*, 300-309.

Blair, C., Granger, D., & Razza, R. P. (2005). Cortisol reactivity is positively related to executive function in preschool children attending Head Start. *Child Development, 76*, 554-567.

Blair, C., Peters, R. P., & Granger, D. (2004). Physiological and neuropsychological correlates of approach/withdrawal behavior in preschool: Further examination of the BIS/BAS scales for young children. *Developmental Psychobiology, 45*, 113-124.

Blair, C., Peters, R. P., & Lawrence, F. (2003). Family dynamics and child outcomes in early intervention: The role of developmental theory in the specification of effects. *Early Childhood Research Quarterly, 18*, 446-467.

Razza, R. P., & Blair, C. (2003). False-belief understanding in a low-income population. *Early Education and Development, 14*, 425-439.

Blair, C., & Peters, R. P. (2003). Physiological and neurocognitive correlates of adaptive behavior in preschool among children in Head Start. *Developmental Neuropsychology, 24*, 479-497.

### **Book Chapters**

Grimes, D. S., & Razza, R. A. (2018). An assessment framework for contemplative practice in higher education. In D. Grimes, Q. Wang, & H. Lin (Eds.), *Empirical Studies of Contemplative Practices*. New York, NY: Nova Science Publishers.

Costa, MR, Bergen-Cico, D., Herrero, R., Navarro, J., Razza, R. & Wang, Q. (2018) xR-based systems for mindfulness based training in clinical settings. p. 31-39. In Chen J., G Fragomeni, G. (eds.) *Virtual, Augmented and Mixed Reality: Applications in Health, Cultural Heritage, and Industry*. Volume 1. Springer, Switzerland.

Razza, R. A., & \*Raymond, K. P. (2015). Executive functions and school readiness: Identifying multiple pathways for school success. In S. Robson & S. F. Quinn (Eds.), *The Routledge international handbook of young children's thinking and understanding* (pp. 133-149). New York, N.Y.: Routledge.

### **Technical Reports and Manuals**

Philipsen-Hetzner, N., Razza, R., Malone, L. M., & Brooks-Gunn, J. (2008). *Associations between feeding behaviors during infancy and child illness at two years* (Research brief). New York: National Center for Children and Families, Teachers College, Columbia University.

Razza, R. A., Malone, L. M., Behring, K. R., Kagan, S. L., & Brooks-Gunn, J. (2007). *The Columbia Head Start Quality Research Center project: Evaluation of a multi-level intervention*. (Final report to the U.S. Department of Health and Human Services, Administration for Children and Families). New York: National Center for Children and Families, Teachers College, Columbia University.

Jones, E. & Warner, J. (2006). *Using assessment to improve school readiness and early childhood program quality: A guidebook to implementation*. Razza, R. A., & Malone, L. M. (Eds.). New York: National Center for Children and Families, Teachers College, Columbia University.

### **PRESENTATIONS (\* denotes student author)**

#### **Invited Presentations**

Felver, J. C., Razza, R.A., & Clawson, A. J. School-wide mindfulness intervention for teachers and students. Presentation at the Syracuse City School District (SCSD) Summer Summit, Syracuse, NY, August 2018.  
Razza, R.A. *Infusing mindfulness into your classroom*. Presentation at the Syracuse City School District (SCSD) Winter Summit, Syracuse, N.Y., January 2018.

Razza, R.A., & \*Reid, S. *Infusing mindfulness into your classroom*. Presentation at the Syracuse City School District (SCSD) Summer Summit, Syracuse, N.Y., August 2017.

Razza, R. A., Bergen-Cico, D., \*Linsner, R., & \*Carlson, E. *The benefits of mindful yoga for Head Start preschoolers*. Research presented at the research summit for the Yoga in Schools Symposium at the Kripalu Center for Yoga and Health, Stockbridge, M.A., April 2017.

Bergen-Cico, D., & Razza, R. A. *Fostering self-regulation through curriculum infusion of mindful yoga*. Research presented at the research summit for the Yoga in Schools Symposium at the Kripalu Center for Yoga and Health, Stockbridge, M.A., April 2017.

Bergen-Cico, D., & Razza, R. A. *The benefits of mindfulness-based practice for children and youth: Lessons from the field*. New York State Social Worker Association conference, Syracuse, October 2016.

Razza, R. A. *Mindfulness goes to school: Exploring the benefits for children's self-regulation*. SUNY. Geneseo Psychology Colloquium, Geneseo, September 2016.

Razza, R. A. *Mindfulness goes to school: The benefits of practice for children*. Research presented at the Mind + Body Symposium, Student Council for Family Relations, Syracuse University, April 2016.

Razza, R. A. *Fostering self-regulation in schools through mindfulness-based practice*. Research summit for the Yoga in Schools Symposium at the Kripalu Center for Yoga and Health, Stockbridge, M.A., February 2016.

Bergen-Cico, D., & Razza, R. A. *Mindfulness goes to school: Linking research with practice*. Research presented at the Contemplative Collaborative Brown Bag seminar, Syracuse University Humanities Center, March 2015.

Bergen-Cico, D., & Razza, R. A. *Fostering self-regulation through mindfulness-based practices*. Invited presenters at the 44<sup>th</sup> Annual Youth Development Conference: "Engage, Encourage, Empower Youth!," Syracuse, N.Y., October 2014.

Razza, R. A. *Attention and school success*. Invited presenter at the Learning and the Brain: "Enhancing Executive Skills" Conference, Arlington, V.A., May 2013.

Razza, R. A. *Self-regulation: Understanding its components and implications for school success across the early childhood years*. Research presented at the Project Meaningful Differences seminar, Department of Communication Sciences and Disorders, Syracuse University, October 2012.

Razza, R. A. *Public policy and Fragile Families: Teacher Data*. Data presented at the Fragile Families Summer Data Workshop, Columbia Population Research Center, July 2012.

Razza, R. A., & \*Raymond, K. P. *Associations among family environment, delay of gratification, and school success across the early childhood years*. Research presented at the Second Annual Mini-Conference on Play, Early Childhood Development and Education, The Pennsylvania State University, April 2011.

Razza, R. A. *Associations among the family environment, self-regulation, and school success across the early childhood years*. Research presented at the Center for Health and Behavior Seminar Series, Syracuse

University, March 2011.

### **Paper/Roundtable Presentations**

Razza, R. A., Martin, A., & Brooks-Gunn, J. *Effortful control and classroom behaviors: Specifying the links between motor control and behavioral regulation*. Paper presented at the Association for Psychological Science Convention, New York, N.Y., May 2015.

Bryant, J., Booker, J., Razza, R., Galotti, K., & Kuther, T. *Mentoring metamorphosis: Reflections on, and suggestions for, the progression from protégé to mentor*. Conversation roundtable presented at the Biennial Conference for the Society for Research in Child Development and the Developmental Science Teaching Institute, Philadelphia, P.A., March 2015.

\*Raymond, K., & Razza, R. A. *Barriers and bridges to online teaching: Lessons learned and new directions*. Conversation roundtable presented at the Society for Research in Child Development Developmental Science Teaching Institute, Philadelphia, P.A., March 2015.

Razza, R. A., Martin, A., & Brooks-Gunn, J. *Does approaches to learning in kindergarten affect age 9 academic and behavioral competence similarly?* Paper presented at the Biennial Conference for the Society for Research in Child Development, Seattle, W.A., April 2013.

Razza, R. A., Martin, A., & Brooks-Gunn, J. *Associations among family environment, attention, and school readiness for at-risk children*. Paper presented at the Biennial Conference for the Society for Research in Child Development, Denver, C.O., April 2009.

Razza, R. A. *Associations among false-belief understanding, executive function, and social competence: A longitudinal analysis*. Paper presented at the 37<sup>th</sup> Annual Meeting of the Jean Piaget Society, Amsterdam, the Netherlands, May 2007.

\*Philipsen, N. M., Razza, R. A., Malone, L. M., Brooks-Gunn, J. *Associations among feeding behaviors and early physical and health outcomes during infancy*. Paper presented at the 2007 NICHD-NCES Early Childhood Longitudinal Study Birth Cohort (ECLS-B) First Release Conference on Child Health and Development, Bethesda, M.D., May 2007.

### **Poster Presentations**

Razza, R. A., & Bergen-Cico, D. *Mindfulness and yoga in higher education: Pedagogy and practice to support student wellbeing*. Poster accepted for presentation at the International Association of Yoga Therapists (IAYT) Symposium on Yoga Research, Kripalu Institute for Extraordinary Living, Stockbridge, MA, October 2018.

Reid, S., Razza, R. A., & Bergen-Cico, D. *The efficacy of a mindful yoga program on mindfulness, stress response and awareness among urban elementary school students*. Poster accepted for presentation at the International Association of Yoga Therapists (IAYT) Symposium on Yoga Research, Kripalu Institute for

Extraordinary Living, Stockbridge, MA, October 2018.

Razza, R. A., Reid, S., & Bergen-Cico, D. The benefits of mindfulness for promoting resiliency among at-risk adolescents: Results from the Inner Strength teen program. Poster accepted for presentation at SRCD Promoting Character Development Among Diverse Children and Adolescents themed conference, Philadelphia, PA, October 2018.

Reid, S. Razza, R. A., & Bergen-Cico, D. Exploring the efficacy of mindfulness in promoting self-compassion and stress management among inner-city youth. Poster accepted for presentation at SRCD Promoting Character Development Among Diverse Children and Adolescents themed conference, Philadelphia, PA, October 2018

Razza, R. A., Linsner, R., Bergen-Cico, D., Carlson, E., & Reid, S. *The feasibility and effectiveness of mindful yoga for Head Start preschoolers*. Poster presented at the International Association of Yoga Therapists conference, Stockbridge, M.A., October 2017.

Reid, S., Razza, R. A., Linsner, R., & Bergen-Cico, D. *The efficacy of a mindful yoga program on stress response and awareness among urban elementary school students*. Poster presented at the International Association of Yoga Therapists conference, Stockbridge, M.A., October 2017.

\*Reid, S., Razza, R. A., Linsner, R., & Bergen-Cico, D. (2017). *The effects of prolonged participation in a mindfulness-based school program: Implications for schools and developers*. Poster presented at the Biennial Conference for the Society for Research in Child Development, Austin, T.X., April 2017.

Razza, R. A., Grimes, D., & Bergen-Cico, D. (2016). *Mindfulness and contemplative studies minor: Interdisciplinary curriculum infusion of contemplative practice*. Poster presented at the Association for Contemplative Mind in Higher Education (ACMHE) Conference, Transforming Higher Education: Fostering Contemplative Inquiry, Community, and Social Action, University of Massachusetts Amherst, Amherst, M.A., October 2016.

Grimes, D., Razza, R. A., & Bergen-Cico, D. (2016). *Assessing the outcomes of contemplative pedagogy with Syracuse University's TLC*. Poster presented at the Association for Contemplative Mind in Higher Education (ACMHE) Conference, Transforming Higher Education: Fostering Contemplative Inquiry, Community, and Social Action, University of Massachusetts Amherst, Amherst, M.A., October 2016.

Razza, R. A., Brann, L., Bergen-Cico, D., \*Russo, A., \*Exy, P., \*Raymond, K., & \*Martin, R. (2016). *Development and evaluation of a mind-body awareness intervention to enhance self-regulation and promote healthy weight among young children*. Poster presented at the International Association of Yoga Therapists (IAYT) Symposium on Yoga Research, Kripalu Institute for Extraordinary Living, Stockbridge, M.A., September 2016.

Bergen-Cico, D., Razza, R. A., & Timmins, A. *Curriculum infusion of yoga fosters self-regulation and*

*mindfulness among adolescents*. Poster presented at the International Association of Yoga Therapists (IAYT) Symposium on Yoga Research, Kripalu Institute for Extraordinary Living, Stockbridge, M.A., September 2016.

Razza, R. A., Brann, L., Bergen-Cico, D., \*Russo, A., \*Exy, P., \*Raymond, K., & \*Martin, R. (2016). *Development and evaluation of a mind-body awareness intervention to enhance self-regulation and promote healthy weight among young children*. Poster presented at the American Psychological Society, Chicago, I.L., May 2016.

Razza, R. A., Bergen-Cico, D., & Timmins, A. *Fostering adolescent self-regulation through mindfulness skills integrated into English Language Arts curricula*. Poster presented at the Biennial Conference for the Society for Research in Child Development, Philadelphia, P.A., March 2015.

\*Raymond, K., Razza, R. A., Mulvaney, M., Alford, K., Mudrick, N., Smith, C. J., & Lopez, L. *Implementation of the Crossover Youth Practice Model in Onondaga County, New York*. Poster at the 2014 SRCDC Special Topic Meeting: Strengthening Connections Among Child and Family Research, Policy and Practice, Alexandria, V.A., April 2014.

Razza, R. A., \*Raymond, K., Bergen-Cico, D., Evans Orr, D., & Kelly, D. *Enhancing children's self-regulation via mindful yoga: A pilot study for feasibility and effectiveness*. Poster presented at the 2014 SRCDC Special Topic Meeting: Strengthening Connections Among Child and Family Research, Policy and Practice, Alexandria, V.A., April 2014.

\*Pudasainee-Kapri, S., & Razza, R. A. *Attachment security among toddlers: The impacts of supportive coparenting and father engagement*. Poster presented at the Biennial Conference for the Society for Research in Child Development, Seattle, W.A., April 2013.

\*Raymond, K., & Razza, R. A. *The moderating effects of parental warmth on the association between parental depression and child social functioning*. Poster presented at the Biennial Conference for the Society for Research in Child Development, Seattle, W.A., April 2013.

Razza, R. A., Martin, A., & Brooks-Gunn, J. *The long-term implications of attention for school success among minority children*. Poster presented at the Society for Research in Child Development, Positive Development of Minority Children Themed Meeting, Tampa, .FL., February 2012.

Razza, R. A., & \*Raymond, K. P. *Associations among family environment, delay of gratification, and school success across the early childhood years*. Poster presented at the Biennial Conference for the Society for Research in Child Development, Montreal, Quebec, April 2011.

Philipsen-Hetzner, N. M., Malone, L. M., Razza, R. A., & Brooks-Gunn, J. *Feeding behaviors during infancy and child B.M.I. at 2 years*. Poster presented at the 2010 International Conference on Infant Studies, Baltimore, M.D., March 2010.



Malone, L. M., Razza, R. A., & Blair, C. *Preschool for at-risk populations and entry reading and math skills from a social epidemiological approach*. Poster presented at the Biennial Conference for the Society for Research in Child Development, Denver, C.O., April 2009.

Razza, R. A., & Brooks-Gunn, J. *Family predictors of early self-regulation among at-risk children*. Poster presented at the American Psychological Association 2008 Convention, Boston, M.A., August 2008.

Razza, R. A. *False-belief understanding and social competence: A reciprocal association in early childhood*. Poster presented at the 37<sup>th</sup> Annual Meeting of the Jean Piaget Society, Amsterdam, the Netherlands, May 2007.

Razza, R. A. *Developmental pathways among false-belief understanding, executive function, and social competence in early childhood: A mediational analysis*. Poster presented at the Biennial Conference for the Society for Research in Child Development, Boston, M.A., April 2007.

Razza, R. A., Malone, L. M., Behring, K. R., Abbott-Shim, M., Lambert, R., Kagan, S. L., & Brooks-Gunn, J. *Dosage effect of Head Start Quality Research Center assessment-based interventions on child outcomes*. Poster symposium individual poster presented at the Biennial Conference for the Society for Research in Child Development, Boston, M.A., April 2007.

\*Philipsen, N. M., Razza, R. A., & Malone, L. M. *Family characteristics associated with infant feeding behaviors: An analysis of the ECLS-B 9-month data*. Poster proposal presented at the Biennial Conference for the Society for Research in Child Development, Boston, M.A., April 2007.

\*Tarrant, K., & Razza, R. A. *Exploring the association between family characteristics and child care choices: An analysis using the ECLS-B study*. Poster presented at the Biennial Conference for the Society for Research in Child Development, Boston, M.A., April 2007.

Razza, R. A. *False-belief understanding and social competence: A reciprocal relation in early childhood*. Poster presented at the Head Start 8<sup>th</sup> National Research Conference, Washington, D.C., June 2006.

Razza, R. A., Malone, L. M., Behring, K. R., Kagan, S. L., & Brooks-Gunn, J. *Using assessment to improve school readiness and Head Start program quality*. Poster symposium presented at the Head Start 8<sup>th</sup> National Research Conference, Washington, D.C., June 2006.

Razza, R. P., & Blair, C. *The Relation between false-belief understanding and social competence in early childhood: A longitudinal analysis*. Poster presented at the Biennial Conference for the Society for Research in Child Development, Atlanta, G.A., April 2005.

Razza, R. P., Blair, C., Rothrauff, T., & Holland, R. *Relations between false-belief understanding and social competence: Are females at an Advantage?* Poster presented at the Head Start 7<sup>th</sup> National Research Conference, Washington, D.C., June 2004.

Peters, R. A., & Jantzer, C. *Relations among false-belief understanding, verbal ability, and social competence: Are females at an advantage?* Poster presented at the Biennial Conference for the Society for Research in Child Development, Tampa, F.L., April 2003.

Peters, R. A. *False-belief understanding in a Head Start population.* Poster presented at the Head Start 6<sup>th</sup> National Research Conference, Washington, D.C., June 2002.

Peters, R. A. *Relations among false-belief understanding, verbal ability, and social competence.* Poster presented at the 5th International Institute on Developmental Science, University Park, P.A., May 2002.

Peters, R. A. *False-belief understanding in a Head Start population.* Poster presented at the 17<sup>th</sup> Annual Graduate Exhibition, University Park, P.A., April 2002.

Peters, R. A., Cerrito, B., Blair, C., Freeman, N., Schupp, J., & Romanini, V. *The effect of early intervention for low birth weight, preterm infants and families on maternal control strategy and child compliance.* Poster presented at the Biennial Conference of the Society for Research in Child Development, Minneapolis, M.N., April 2001.

Blair, C., & Peters, R. A. *Integrating cognition and emotion in a psychobiological conceptualization of children's adaptation to preschool.* Poster presented at the Biennial Conference of the Society for Research in Child Development, Minneapolis, M.N., April 2001.

Cerrito, B., Peters, R. A., Blair, C., Freeman, N., Schupp, J., & Romanini, V. *Individual characteristics related to maternal control and child compliance among low birth weight infants and families receiving early intervention.* Poster presented at the Biennial Conference of the Society for Research in Child Development, Minneapolis, M.N., April 2001.

Ballard, J. C., Smith, J. R., Peters, R. A., & Disser, N. T. *Attention in noisy environments: Effects of noise sensitivity and anxiety.* Poster presented at the 107<sup>th</sup> Annual Convention of the American Psychological Association, Boston, M.A., August 1999.

Bloomfield, K. J., Peters, R. A., & Disser, N. T. *Vigilance errors as predictors of other cognitive and affective characteristics.* Poster presented at the annual Student Research Poster Session, Geneseo, N.Y., November 1998.

Bloomfield, K. J., Disser, N. T., & Peters, R. A. *Assessing attention: Comparison of response-inhibition and traditional CPT tasks.* Poster presented at the annual Student Research Poster Session, Geneseo, N.Y., November 1998.

Smith, J. R., Peters, R. A., & Gridley, A. *Factors affecting recognition of facial emotional expression.* Poster presented at the annual Student Research Poster Session, Geneseo, N.Y., November 1998.

## TEACHING EXPERIENCE

**Associate Professor:** Syracuse University Department of Human Development and Family Science, 2015-present

Additional Courses:

- Prosocial and Moral Development
- Applied Structural Equation Modeling (graduate)

**Assistant Professor:** Syracuse University Department of Child and Family Studies, 2007-2015

Courses:

- Theories, Interpretations, & Applications in Child Development (graduate)
- The Development of Self-Regulation (graduate)
- Principles and Practice in Work with Parents (standard format and online)
- Play, Childhood Development, and Early Education (standard format and online)
- Language Development in Children and Families
- The Developing Infant
- The Development of Children and Youth
- Mindfulness in Children and Youth (hybrid course)

**Supervisor:** Teachers College, Columbia University, 2006

- Masters Course: *Research and Work Practicum - Sustained Attention Task*

**Adjunct Lecturer:** SUNY Geneseo, Department of Psychology, 2004

- Undergraduate Course: *Child Development*

**Instructor:** The Pennsylvania State University, Department of Human Development and Family Science, 2002

- Undergraduate Course: *Infant and Child Development*

## RESEARCH EXPERIENCE

Research Scientist - Postdoctoral Fellow at the National Center for Children and Families, Teachers College, Columbia University, 2005- 2007

- Project manager for the Columbia Head Start Quality Research Center and Fragile Families Child Health and Wellbeing studies; Principal program officer for the Early Beginnings study, which provides students with access to the NCES restricted-use Early Childhood Longitudinal Study - Birth Cohort dataset .

Research Assistant - Dr. Clancy Blair, Department of Human Development & Family Studies, The Pennsylvania State University, 1999-2004

- Lead Research Assistant for the Classroom Adaptation Project (2001-2003)

- Child Interviewer and Coding Supervisor (1999-2000)

Research Assistant - Dr. Mark Greenberg, Director, Prevention Research Center,  
The Pennsylvania State University, 2000-2001

- Data Manager for the Head Start PATHS Project
- Child Interview Trainer for the Head Start PATHS Project

## **GRANT SUPPORT**

Innovative and Interdisciplinary Research Grant, CUSE Grant Program, Syracuse University (2018-2020),  
Co-PI, \$29,629. *Project title: Mechanisms of Change Associated with Mindfulness Training for People  
with Posttraumatic Stress: Triangulating Neural Networks, Biomarkers, Cognition and Behaviors.*

Health Foundation of Western and Central New York, Co-Investigator, December 2017 (\$20,000)  
Project title: Trauma Resiliency in Urban Environments (T.R.U.E.)

University College, Syracuse University Innovative Summer Program Development Fund, Co-Instructor,  
January 2017 (\$5,000) Course title: CFS 600: Applied Structural Equation Modeling

Health Foundation of Western and Central New York, Principal Investigator, December 2015 (\$24,942)  
Project title: Mindfulness Training for Preschoolers, their Family, and Caregivers in High-Trauma Areas of  
Syracuse, N.Y.

Contemplative Mind Teaching and Learning Center Grant, Faculty Consultant and Evaluator, August  
2015 (\$5,000) Project title: Assessing the Outcomes of Contemplative Pedagogy

David B. Falk College of Sport and Human Dynamics SEED Grant, Co-Investigator, May 2014 (\$5,000)  
Project title: Development and evaluation of a mind-body awareness intervention to enhance self-  
regulation as a mechanism to promote healthy weight among young children

University College, Syracuse University Innovative Summer Program Development Fund, Instructor,  
January 2014 (\$5,000) Course title: CFS 400/600: Mindfulness in Children and Youth

OnCare Project (subcontract), Onondaga County, New York; primary funder S.A.M.H.S.A.,  
Co-Investigator, May-September 2013 (\$12,072) Project title: Mental Health Services and Crossover to  
Justice System Involvement: Evaluation of Procedures to Link Data across Systems

David B. Falk College of Sport and Human Dynamics SEED Grant, Co-Principal Investigator, May 2012  
(\$7,000) Project title: Enhancing at-risk children's self-regulation via mindfulness and yoga: A pilot study

Eunice Kennedy Shriver National Institute of Child Health and Human Development, Co-Primary

Investigator, September 2009 (\$359,809) Project title: Young children's self-regulation in an urban context: A multilevel analysis College of Human Ecology SEED Grant, Primary Investigator, May 2008 (\$4,000) Project title: Associations among contextual factors, self-regulation, and school success across the early childhood years

## **MEDIA**

"Mindfulness at Meachem Elementary" Interview for Syracuse University, 2018  
[Syracuse University Falk College website](#)

"Yoga helping young students manage stress in local schools", Interview on Channel 9 News 2016 - [LOCAL Syracuse.com website](#)

"Falk College helps Syracuse children cope with trauma through yoga", Interview and story for The Daily Orange student newspaper, 2016 - [Daily Orange website](#)

"Teaching Mindfulness to Preschoolers May Improve School Performance", 2015  
[What to expect website](#)

"Can Mindfulness Help Kids Lean Self-Control?", 2014  
[Berkeley University Greater Good Magazine website](#)

"Mindfulness in Education Research Highlights, 2014  
[Berkeley University Greater Good Magazine website](#)

Faculty Showcase: Online Teaching, The Faculty Showcase highlights, through interviews, the experiences of faculty who have developed and taught courses utilizing the services Online Programs & Services offers. These online videos are a resource to faculty who are interested in learning more about online teaching, 2014 - [Syracuse University Online Programs and Services website](#)

## **DEPARTMENTAL/UNIVERSITY SERVICE**

- Associate Director, Syracuse University Contemplative Collaborative (C.C.), Spring 2016-present
- Graduate Director, HDFs, Fall 2015-Fall 2017
- Steering Committee Member, SU Contemplative Collaborative (C.C.), Fall 2014-present
- Member of the Syracuse University Wellness Group (now C.C.), Spring 2013-2014
- Courtesy Appointment to Inclusive Early Childhood Special Education Faculty, 2009-2011
- Member, Falk Seed Grant Review Committee, Spring 2017-present
- United Way Campaign committee member, Fall 2013

- Academic Integrity Training, Fall 2012
- Faculty Council member, Spring 2010-Spring 2011
- Coordinator, Mindfulness and Contemplative Studies minor, Fall 2014-present
- Child and Family Studies Brownbag Speaker Series: Co-Chair, 2008-present
- Undergraduate Committee: Faculty Member, 2007-Spring 2009; 2018-present
- Early Education and Child Care Transition Working Group, spring 2010-2011
- Future Professoriate Program - Minnowbrook Conference, presenter, May 2008

### **GRADUATED PhD AND MASTERS STUDENTS**

- Ph.D. Thesis Major Advisor: 2
- Ph.D. Thesis Committee Member: 14
- M.A./M.S. Major Advisor: 6
- M.A./M.S. Committee Member: 14
- Ph.D. defense - Chairperson: 6

### **PROFESSIONAL DEVELOPMENT**

Yoga 4 Classrooms Professional Development Workshop, September 2018

*Yoga and Mindfulness in the Classrooms: Tools to Improve Self-Regulation, Learning and Classroom Climate*, Syracuse, N.Y.

Inner Strength Teen Program, July 2016

*Teacher Training*, Philadelphia, P.A.

The Center for Contemplative Mind in Society, August 2014

*Tenth Annual Summer Session on Contemplative Pedagogy*, Smith College, Northampton, M.A.

Salivary Bioscience Research Training, February 2014

Salimetrics, Teachers College, New York, N.Y.

Association for Contemplative Mind in Higher Education (ACMHE) Conference, November 2013

*Integrity of Practice: A Contemplative Vision for Higher Education*, Amherst College, Amherst, M.A.

Mindfulness-Based Stress Reduction Course, May-July 2013

Syracuse University, Syracuse, N.Y.

Mindfulness & Education Conference, August 2012

Omega Institute, Rhinebeck, N.Y.

YogaKids Foundations Training, June 2012  
YogaKids, Byfield, M.A.

Mindfulness Fundamentals Online Training, May 2012  
Mindful Schools, Oakland, C.A.

Tools and Techniques for Teaching Online (IST 700), Fall 2010  
School of Information Technology, Syracuse University

Using Large-Scale Databases: the NICHD's Study of Early Child Care, 2008  
Structural Equation Modeling in Longitudinal Research, 2008  
American Psychological Association (A.P.A.) Advanced Training Institute

The Fragile Families and Child Wellbeing Data Workshop, 2008  
The Columbia Population Research Center, Columbia University

NICHD Summer Research Institute in Applied Child and Adolescent Development, 2007  
The Child Development and Behavior Branch of the N.I.C.H.D.; Office of Behavioral and Social Sciences Research (O.B.S.S.R.) at the National Institutes of Health (NIH); and the Society for Research in Child Development (S.R.C.D.)

Workshop on Quasi-Experimental Design and Analysis in Education, 2007  
The Spencer Foundation, Institute for Policy Research at Northwestern University

The Robert Wood Johnson Health & Society Scholars Program, Columbia University, 2006-2007  
Short Courses - Psychometrics, Propensity Score Matching, Multilevel Modeling, Bayesian Data Analysis

Summer Program in Quantitative Methods for Social Research, HLM I, 2006  
Inter-university Consortium for Political and Social Research, University of Michigan

Treatment of Missing Data via Multiple Imputation and Maximum Likelihood, 2005  
Statistical Horizons & Sierra Information Services

Head Start National Reporting System Training, 2003  
W.E.S.T.A.T., Administration for Children and Families, Rockville, Maryland

The Penn State Course in College Teaching, 2002  
Center for Excellence in Learning and Teaching, The Pennsylvania State University

## PROFESSIONAL SERVICE & MEMBERSHIPS

- **Invited Reviewer**, Submissions for the 2017 S.R.C.D. Biennial Meeting, **2016**
- **Invited Member**, Teaching Committee, S.R.C.D., May 2013-2017
- **Invited Reviewer**, Submissions for the 2013 S.R.C.D. Biennial Meeting, **2012**
- **Selected Reviewer**, Submissions for the 2011 S.R.C.D. Biennial Meeting, **2010**
- **Ad-hoc Reviewer** *Child Development, Early Education and Development, Developmental Psychology, British Journal of Developmental Psychology, Journal of Applied Developmental Psychology, Infant and Child Development, Social Development, Journal of Educational Psychology, Education as Change: Journal of Curriculum Research, Journal of Experimental Child Psychology*
- **Reviewer**, National Science Foundation, **2008**
- **Member**, American Psychological Association
- **Member**, Society for Research in Child Development
- **Member**, Association for Contemplative Mind in Higher Education
- **Member**, Association for Psychological Science

## SELECTED HONORS

- Falk College Faculty Award in Teaching, 2015
- Syracuse University Teaching Recognition Award, 2014
- Syracuse University Award for Excellence in Online Teaching, University College, 2012
- Prevention Fellowship, Prevention Research Center, The Pennsylvania State University, 2002-2003
- Graduated Summa Cum Laude. SUNY Geneseo, 1999
- Outstanding Scholarly Achievement Award in Psychology, SUNY Geneseo, 1999
- Geneseo Foundation Scholarship: Robert E. Drew Memorial Scholarship, SUNY Geneseo, 1998
- Geneseo Foundation Scholarship: Marjorie Lattin Cook Hucker Award, SUNY Geneseo, 1997