

Curriculum Vitae

Cynthia Hudley

email: hudley@education.ucsb.edu

OFFICE: University of California, Santa Barbara
Givertz Graduate School of Education
Phelps Hall, 2210
Santa Barbara, CA 93106

Phone 805-893-8324
FAX 805-893-7264
Message 805-893-4515

EDUCATION

Ph.D., 1991, Educational Psychology - University of California, Los Angeles.

M.S., 1975, Special Education/Reading Specialist credential, Pepperdine University, Los Angeles.

B.A., 1968, Sociology, University of California, Santa Barbara.

ACADEMIC EXPERIENCE

June 2003- present: University of California, Santa Barbara
Professor, Graduate School of Education. Research interests include peer relations, achievement motivation, attributional determinants of aggression, and multicultural education.

August, 2001- May, 2003: University of Southern California
Professor, Rossier School of Education.

July, 1996 – June, 2001: University of California, Santa Barbara
Associate Professor, Graduate School of Education.

July, 1991 - June, 1996: University of California, Santa Barbara
Assistant Professor, Graduate School of Education.

Jan. 1991 - June, 1991: Mount St. Mary's College, Los Angeles
Adjunct Instructor, School of Education.

Jan. 1989 - June 1989: University of Calif. Los Angeles
Instructor, Teacher Education Program.

Sept. 1988 - Dec. 1988: California State Univ. - Dominguez Hills
Adjunct Instructor, Special Education Intern Program.

Sept. 1987 - June, 1989: El Camino College
Instructor, Learning Skills Division and English Dept.

CLASSROOM TEACHING

Sept. 1981 - June 1987: Inglewood Unified Schools

Special Education Resource Specialist. Responsibilities included co-ordination of services for all students enrolled in special education programs at Morningside H.S. and Inglewood H.S.; Department Chair of Special Ed. at Morningside H.S.; instruction, counseling, annual program review, and supervision of a 28 student caseload; observation, identification and assessment of potential candidates for special education services; consultation services for general ed. teachers working with special learners; schoolwide inservices regarding program guidelines; parent outreach and education services.

Sept. 1980 - June 1981: Inglewood Unified Schools

Special Education teacher, Morningside H.S. Instruction provided in a self-contained special day class in English, reading, math, science, history, career awareness, and Civics. Additional responsibilities included counseling, supervision and annual program review for an 18 student caseload.

Sept. 1979 - June 1980: L.A. County Office of Education

Special Education reading specialist for residential juvenile Probation Department facility.

OTHER EXPERIENCE

March 2008-March 2011: Vice president Division E American Educational Research Association

The Division Vice president provides leadership for the division and also sits as a member of the Association governing council. Duties include conducting the annual business meeting of the Division, appointing divisional offices and representatives, preparing the divisional budget, providing a vice presidential session at the Association Annual meeting, and submitting an annual report to the Executive Officer of the Association.

June 2004-June 2007: Board of Educational Affairs, American Psychological Association

Oversaw general concern for education and training affairs for the American Psychological Association. This board also provides oversight for the Committee on Accreditation, Continuing Education Committee, Education and Training Awards Committee, Teachers of Psychology in Secondary Schools (TOPSS), Committee on Psychology Teachers at Community Colleges (PT@CC), Task Force on Translating Psychological Science into Classroom Practice, and Task Force on Science and Math Education.

July 1996 –June 2000: Project evaluator.

Evaluator for Pro-Youth Coalition, a community-based gang abatement program funded by the National Funding Collaborative, Washington, DC. Developed and/or selected evaluation instruments. Supervised outcome assessments of program participants and analysis of the collaborative process. Completed the final program evaluation report which was submitted to the National Funding Collaborative.

1990: Managing Editor - *UCLA Journal of Education* Volume 4.

Sept. 1989 - Dec. 1990: Project evaluator.

Evaluator for Project Read, an intervention program funded by the U.S. Department of Education to promote literacy among minority adolescents. Developed and/or selected instruments and conducted outcome assessments of program participants. Completed the final program evaluation report which was submitted to the U.S. Department of Education.

Publications

- Hudley, C. (1989). A review of *Vulnerable but invincible* (E. Werner & R. Smith): Coping strategies of at-risk youth. *UCLA Journal of Education*, 3, 96-98.
- Hudley, C. (1990). Project READ: Reading for educational achievement and development. Washington, D.C.: Women's Education Equity Program, U.S. Dept. of Education.
- Hudley, C. (1992). Attributions for pride, anger, and guilt among incarcerated adolescents. *Criminal Justice and Behavior*, 19, 189-205.
- Hudley, C. (1992). Using role models to improve the reading attitudes of ethnic minority high school girls. *Journal of Reading*, 36, 182-191.
- Graham, S. & Hudley, C. (1992). An attributional approach to aggression in African-American children. With In D. Schunk & J. Meece (Eds.), *Student perceptions in the classroom: Causes and consequences* (pp. 75-94). Hillsdale, NJ: Erlbaum.
- Graham, S., Hudley, C. & Williams, E. (1992). Attributional and emotional determinants of aggression among African-American and Latino young adolescents. *Developmental Psychology*, 28, 731-740.
- Hudley, C. & Graham, S. (1993). An attributional intervention to reduce peer directed aggression among African-American boys. *Child Development*, 64, 124-138.
- Hudley, C. (1993). Comparing teacher and peer perceptions of aggression: An ecological approach. *Journal of Educational Psychology*, 85, 377-384.
- Graham, S. & Hudley, C. (1994). Attributions of aggressive and nonaggressive African-American male early adolescents: A study of construct accessibility. *Developmental Psychology*, 30, 365-373.
- Hudley, C. (1994). Perceptions of intentionality, feelings of anger, and reactive aggression. In M. Furlong & D. Smith (Eds.), *Anger, hostility and aggression: Assessment, prevention, and intervention strategies for youth* (pp. 39-56). Brandon, VT: Clinical Psychology Publishing Co.
- Hudley, C. (1994). The reduction of childhood aggression using the BrainPower Program. In M. Furlong & D. Smith (Eds.), *Anger, hostility and aggression: Assessment, prevention, and intervention strategies for youth* (pp. 313-344). Brandon, VT: Clinical Psychology Publishing Co.
- Hudley, C. (1995). Assessing the impact of separate schooling for African-American male adolescents. *Journal of Early Adolescence*, 15, 38-57.
- Hudley, C & Graham, S. (1995). School-based interventions for aggressive African-American boys. *Applied and Preventive Psychology*, 4, 185-195.
- Hudley, C. & Friday, J. (1996) Attributional bias and reactive aggression. *American Journal of Preventive Medicine*, 12(Suppl. 1), 75-81.

- Hudley, C. (1996). Understanding warfare to achieve peace [Review of the book *The origins of violence: Approaches to the study of conflict*]. *Contemporary Psychology: APA Review of Books*, 41, 1036-1037.
- Hudley, C. (1997). Supporting achievement beliefs among ethnic minority adolescents: Two case examples. *Journal of Research on Adolescence*, 7, 133-152.
- Hudley, C. (1997). Issues of race and gender in the educational achievement of African-American children. In B. Bank & P. Hall (Eds.), *Gender, equity, and schooling* (pp. 113-133). New York: Garland Press.
- Hudley, C. (1997). Teacher practices and student motivation in a middle school program for African American males. *Urban Education*, 32, 304-319.
- Hudley, C. (1997). Effects of alternative educational programming on intrinsic motivation among ethnic minority adolescents. In B. Kronick (Ed.), *At-risk youth: Theory, practice, and reform*. (pp. 143-161). New York: Garland Press.
- Hudley, C. (1997). Research on children's learning as a tool to improve math and science teaching [Review of the resource booklet series *Math/Science Matters: Resource Booklets on Research in Math and Science Learning*]. *Humanistic Mathematics Network Journal*, 16, 14.
- Hudley, C., Britsch, B., Wakefield, W., Smith, T., DeMorat, M., & Cho, S. (1998). An attribution retraining program to reduce aggression in elementary school students. *Psychology in the Schools*, 35, 271-282.
- Graham, S., Taylor, A., & Hudley, C. (1998). Exploring Achievement values among ethnic minority early adolescents. *Journal of Educational Psychology*, 90, 606-620.
- Hudley, C., Wakefield, W., Britsch, B., Cho, S., Smith, T., & DeMorat, M. (2001). Multiple perceptions of children's aggression: Differences across neighborhood, age, gender, and perceiver. *Psychology in the Schools*, 38, 43-56.
- Hudley, C. (2001). Schools as contexts for socialization. In W. Watkins, J. Lewis, & V. Chou (Eds.), *Race and education* (pp. 211-218). Boston: Allyn and Bacon.
- Hudley, C. (2001, March). The role of culture in prevention research (11 paragraphs). *Prevention & Treatment*, Vol. 4(1), Article #5
- Hudley, C. (2001). Teacher practices and student motivation in a middle school program for African American males. In C. Michel and J. Bobo (Eds.), *Black Studies: Current issues, enduring questions*. Dubuque, IA: Kendall/Hunt. (Reprinted from *Urban Education*, 32, 304-319).
- Hudley, C. & Graham, S. (2001). Stereotypes of achievement striving among early adolescents. *Social Psychology of Education: An International Journal*, 5, 201-224.
- Hudley, C. (2003). Cognitive-behavioral intervention with aggressive children. In M. Matson (Ed). *Neurobiology of aggression: Understanding and preventing violence* (pp. 275-288). Totowa, NJ: Humana Press.

- Cho, S., Hudley, C., & Back, H. (2003). Cultural influences on ratings of self-perceived social, emotional, and academic adjustment for Korean-American adolescents. *Assessment for Effective Intervention*, 29, 3-14.
- Hudley, C. (2003). Personal reflections on "the catholic factor." [Review of the book *Growing Up African-American in Catholic School*]. *The Journal of Social and Behavioral Scientists*, 39, 79.
- Bobo, J., Hudley, C. & Michel, C. (Eds.) (2004). *The Black Studies Reader*. New York: Routledge.
- Hudley, C. & Barnes, R. Home School Partnerships Through the Eyes of Parents. (2004). In J. Bobo, C. Hudley, & C. Michel (Eds.) *The Black Studies Reader* (pp. 359-365). New York: Routledge.
- Hudley, C. (2004, December 14). Alone again, naturally: Understanding and combating children's peer rejection [Review of the book *Peer rejection: Developmental processes and intervention strategies*]. *PsycCRITIQUES—Contemporary Psychology: APA Review of Books*, 49 (Suppl. 12), Article 4.
- Graham, S., & Hudley, C. (2005). Race and ethnicity in the study of motivation and competence. In A. Elliot & C. Dweck (Eds.), *Handbook of competence and motivation* (pp. 392-414). New York: Guilford.
- Irving, M.A. & Hudley, C. (2005) Cultural mistrust, academic outcome expectations and outcome values among African American adolescent men. *Urban Education*, 40, 476-496.
- Wakefield, W. D., and Hudley, C. (2005). African American male adolescents' preferences in responding to racial discrimination: Effects of ethnic identity and situational influences. *Adolescence*, 40, 237-257.
- Hudley, C. & Taylor, A. (2006). Cultural competence and youth violence prevention programming. In N. Guerra & E. Smith (Eds.), *Ethnicity, Culture, and Youth Violence Prevention Programming* (pp. 249-269). Washington DC: APA.
- Hudley, C. & Parker, R.N. (2006). Pitfalls and pratfalls: Issues of null and negative findings in evaluating interventions. *New Directions for Evaluation*.
- Hudley, C. (2006). Who's watching the watchers? The challenge of observing peer interactions on elementary school playgrounds. *New Directions for Evaluation*, 110, 73-85.
- Hudley, C. (2006, December 20). And still I rise: The triumph of determination. [Review of the film *Akeelah and the Bee*]. *PsycCRITIQUES—Contemporary Psychology: APA Review of Books*, 51, article 21.
- Hudley, C. & Daoud, A. (2007). High school students' engagement in school: Understanding the relationship to school context and student expectations. In F. Salili & R. Hoosain (Eds.), *Culture, motivation and learning: A multicultural perspective*, pp. 365–389. New York: Information Age.
- Hudley, C. & Romo, L. (2007). Introduction to theme issue: Adolescent Mental Health. *Theory Into Practice*, 46, 95-96.

Hudley, C. & Novak, A. (2007). Environmental influences, the developing brain, and aggressive behavior. *Theory into Practice, 46*, 121-129.

Wakefield, W. D. & Hudley, C. (2007). Ethnic and racial identity and adolescent well-being. *Theory into Practice, 46*, 147-154.

Hudley, C. Graham, S. & Taylor, A. (2007). Reducing aggressive behavior and increasing motivation in school. *Educational Psychologist, 47*, 251-260.

Hudley C. & Gottfried, A. (2008). *Academic motivation and the culture of school in childhood and adolescence*. New York: Oxford University Press.

Chhuon, V. & Hudley, C. (2008). Factors supporting Cambodian American students' college integration. *Journal of College Student Development, 49*, 15-30.

Moschetti, R. & Hudley, C. (2008). Measuring social capital among first-generation and non-first-generation, working-class white males. *Journal of College Admission, 197*, 25-30.

IN PRESS

Hudley, C. *You did that on purpose: Understanding and changing children's aggression*. New Haven: Yale University press.

Hudley, C. Academic motivation and achievement of African American youth. To appear in H. Neville, B. Tynes, & S. Utsey (Eds.), *Handbook of African American Psychology*. Thousand Oaks, CA: Sage.

Hudley, C. The Influence of Peers on the Development of a Multicultural Worldview. To appear in J. Asamen, M. Ellis, & G. Berry (Eds.), *Handbook of child development, multiculturalism, and media*. Thousand Oaks, CA: Sage.

Hudley, C. Aggression. To appear in E. Anderman & L. Anderman (Eds.), *Psychology of Classroom Learning: An Encyclopedia*. Farmington Hills, MI: Thomson Gale.

Irving, M.A. & Hudley, C. Oppositional Identity and Academic Achievement Among African American Males. To appear in J.U. Ogbu (Ed). *Minority Status, Collective Identity and Schooling*. Mahwah, N.J.: Erlbaum.

RESEARCH REPORTS

Teacher and peer perceptions of aggression among minority youth (1991, April). Paper presented at the Society for Research on Child Development biennial meeting, Seattle, WA. (ERIC Document Reproduction Service No. ED 335 142)

Project read: Reading for educational achievement and development (1991, April). Paper presented at the American Educational Research Association annual meeting, Chicago, IL. (ERIC Document Reproduction Service No. ED 334 330)

Attribution retraining and behavior change among highly aggressive and nonaggressive African American boys (1994, April). **Invited presentation** at the American Educational Research Association annual meeting, New Orleans, LA. (ERIC Document Reproduction Service No. ED 376 950)

Home school partnerships through the eyes of parents (1994, April; with Rhoda Barnes). Paper presented at the American Educational Research Association annual meeting, New Orleans, LA. (ERIC Document Reproduction Service No. ED 373 441)

- Supporting achievement beliefs among ethnic minority adolescents: two case examples* (1996, April). Paper presented at the American Educational Research Association annual meeting, New York, New York. (ERIC Document Reproduction Service No. ED 396 228)
- Responses to acts of discrimination among adolescents* (1997, April: with David Wakefield). Paper presented at the Society for Research on Child Development biennial meeting, Washington, DC. (ERIC Document Reproduction Service No. ED 408 372).
- Urban minority adolescents' perceptions of classroom climate.* (1998, February). Paper presented at the annual meeting of the Society for Research on Adolescence, San Diego, CA.. (ERIC Document Reproduction Service No. ED 419 880).
- Influence of the presence of others and ethnic identity on male African American adolescents' responses to racial discrimination.* (1999, April: with David Wakefield). Paper presented at the Society for Research in Child Development biennial meeting, Albuquerque, NM. (ERIC Document Reproduction Service No. ED430 065).
- Problem behaviors in middle childhood: Understanding risk status and protective factors* (1999, April). Paper presented at the American Educational Research Association annual meeting, Montreal, Q. Canada. (ERIC Document Reproduction Service No. ED430 066).
- Race and kinship: children's categorization processes.* (2000, April). Paper presented at the American Educational Research Association annual meeting, New Orleans, LA. (ERIC Document Reproduction Service No. ED444 075).
- Perceived behavioral and academic competence in middle childhood: Influences of a community-based youth development program.* (2001, April) Paper presented at the American Educational Research Association annual meeting, Seattle, WA.. (ERIC Document Reproduction Service No. ED 452 484)
- African American male adolescents' hostile responses to perceived racial discrimination* (2001, April: with David Wakefield) Paper presented at the American Educational Research Association annual meeting, Seattle, WA. (ERIC Document Reproduction Service No. ED453 350).
- Factors supporting school engagement and achievement among adolescents* (2002, April). Paper presented at the Annual Meeting of the American Educational Research Association annual meeting New Orleans, LA. (ERIC Document Reproduction Service No. ED465 774).
- Student engagement, school climate, and future expectations in high school.* (2003, April). Paper presented at the Society for Research in Child Development biennial meeting, Tampa, FL. (ERIC Document Reproduction Service No. ED475 590).

PAPER PRESENTATIONS

- Issues in Identification of Learning Disabilities among African-American Youth* (1990, February). Paper presented at the Learning Disabilities Association of America national conference, Anaheim, CA.
- Affects and Attributions of Incarcerated Adolescents* (1990, March). Paper presented at the Assn. of Social and Behavioral Scientists 55th annual conference, Tallahassee, FL.
- Attributions and Aspirations Among Incarcerated Juvenile Offenders.* (1992, March). **Invited address** presented at the UCSB Center for Black Studies Research Conference, Santa Barbara, CA.
- Perceived Aggression in School Settings* (1992, March). Paper presented at the Assn. of Social and Behavioral Scientists 57th annual conference, Atlanta GA.
- Attribution Retraining and Aggression Reduction: Strategies for Change* (1992, April) Paper presented at the Council for Exceptional Children annual convention, Baltimore, MD.
- The Effect of Attribution Retraining on Aggressive Behavior* (1992, April). Paper presented at the American Educational Research Association annual meeting, San Francisco, CA.
- Aggression Reduction Among Behavior Disordered Adolescents* (1992, September). Paper presented at the international meeting of the Institute for Adolescents with Behavior Disorders, Reno, NV.
- Attributions and the School Achievement of Incarcerated Minority Youth* (1993, January). Paper presented at the Bridging Professional Perspectives Conference, California State University, San Bernardino.
- The study of Human Development among culturally diverse populations* (1993, June). **Invited symposium**

- at the UCSB Interdisciplinary Human Development Program special conference.
- Attributions for Social Outcomes: A Comparison of Mothers of Aggressive and Nonaggressive Sons* (1994, February). Poster presented at the biennial meeting of the Society for Research on Adolescence, San Diego, CA.
- Promoting achievement motivation among African-American middle school students* (1994, March). Paper presented at the Assn. of Social and Behavioral Scientists 59th annual conference, Jackson MI.
- Attribution Retraining and Behavior Change Among Highly Aggressive and Nonaggressive African-American Boys* (1994, April). **Invited address** at the American Educational Research Association annual meeting, New Orleans, LA.
- Separate Schooling and Social Perceptions of African-American Males* (1994, April). Paper presented at the American Educational Research Association annual meeting, New Orleans, LA.
- Reducing Peer-Directed Aggression in the Elementary Grades* (1995, March). Paper presented at the biennial meeting of the Society for Research on Child Development, Indianapolis, IN.
- Gender, Educational Programming, and Achievement Motivation* (1995, March). **Invited Address** at the Second Annual Missouri Symposium on Educational Research and Policy, University of Missouri-Columbia.
- Long Term Effects of Attribution Retraining on Aggression Reduction.* (1995, April). Paper presented at the American Educational Research Association annual meeting, San Francisco, CA.
- Adolescents' Perceptions of Achievement striving.* (1995, April). Paper presented at the American Educational Research Association annual meeting, San Francisco, CA.
- Socializing Aggressive Behavior: An Assessment of Mothers of Aggressive and Nonaggressive Boys.* (1996, March). Paper presented at the Assn. of Social and Behavioral Scientists 61st annual conference, Greensboro, NC.
- Attribution Retraining for the Reduction of Childhood Aggression.* (1996, August). Paper presented at the American Psychological Society annual meeting, San Francisco, CA.
- Schoolboys and Homeboys: African-American Learners and Achievement Motivation.* (1996, October). Paper presented at UCLA colloquium on The At-Risk Learner, Los Angeles, CA.
- Educating Adolescent Learners: Teachers' Perspectives.* (March, 1997). Paper presented at the Association of Social and Behavioral Scientists, Nashville, TN.
- Attribution Retraining to Reduce Aggression: Effects for Older vs. Younger Children.* (1997, April). Poster presented at the biennial meeting of the Society for Research on Child Development, Washington, DC.
- Neighborhood Context and Childhood Aggression.* (1998, April). Paper presented at the American Educational Research Association annual meeting, San Diego, CA.
- Urban Minority Adolescents' Perceptions of Classroom Climate.* (1998, April). Paper presented at the American Educational Research Association annual meeting, San Diego, CA.
- Gender, Neighborhood, and Childhood Aggression.* (1998, August). Paper presented at the American Psychological Association annual meeting, San Francisco, CA.
- Students of Color and Educational Practice.* (1999, April). **Invited Address** for the American Educational Research Association annual meeting, Montreal, Q. Canada.
- Classroom Climate and Achievement Motivation* (March, 2000). Paper presented at the Association of Social and Behavioral Scientists, Jackson, MI.
- Understanding Children's Aggression: "Why Did You Do That?"*. (2000, April). **Invited Address** for the American Educational Research Association annual meeting, New Orleans, LA.
- The Influence of Summer School Participation on Achievement Motivation.* (2001, April). Paper presented at the American Educational Research Association annual meeting, Seattle, WA.

- Supporting Perceptions of Social and Academic Competence in Middle Childhood: Influences of a Community-Based Youth Development Program.* (2001, April). Paper presented at the American Educational Research Association annual meeting, Seattle, WA.
- The BrainPower Program: Reducing Aggression in Elementary School Students.* (2001, July). Paper presented at the World Congress of Behavior Therapy, Vancouver, BC.
- Perceptions of Achievement Behaviors: The Possible Influences of Social Stereotypes.* (2001, August). **Invited presentation** at the American Psychological Association annual meeting, San Francisco, CA.
- The Role of Culture in Designing Preventive Interventions.* (2001, November). Paper presented at the American Society of Criminology annual meeting, Atlanta, GA.
- Supporting Achievement for All Children: The Value of Context and Culture Specific Inquiry and Programming.* (2002, April). Paper presented at the American Educational Research Association annual meeting, New Orleans, LA
- When aggression is the "right" thing to do: Children's beliefs and overt aggression.* (2002, November). **Invited presentation** at the Association of Moral Education annual meeting, Chicago, IL
- Student Engagement, School Climate, And Future Expectations in High School.* (2003, April). Paper presented at the Society for Research on Child Development biennial meeting, Tampa, FL.
- Perceived school climate and engagement among ethnically diverse adolescents.* (2004, March). Paper presented at the Society for Research on Adolescence biennial meeting, Baltimore, MD.
- Lessons From the Field: Doing Intervention Research* (2004, April). **Invited presentation** at the American Educational Research Association annual meeting, San Diego, CA.
- Adolescents' Engagement, Achievement, and Expectations in High School* (2004, April). Paper presented at the American Educational Research Association annual meeting, San Diego, CA.
- The BrainPower Program: Reducing aggression among African-American youth* (2004, July). Paper presented at the annual meeting of the American Psychological Association, Honolulu, HI.
- Multiple Methods in Intervention Research* (2004, December). **Invited presentation** at the National Academies National Forum on Applying Multiple Social Science Research Methods to Educational Problems, Washington DC.
- Multiple Dimensions of School Engagement Among Latino Secondary School Students* (April, 2005). Paper presented at the Society for Research on Child Development biennial meeting, Atlanta, GA.
- Children's beliefs, school adjustment, and overt aggression* (2006, April). Paper presented at the American Educational Research Association annual meeting, San Francisco, CA.
- Is History Destiny: High school experiences and college freshman adjustment* (2007, February). Paper presented at the 3rd Conference on Emerging Adulthood, Tucson, AZ.
- Student academic engagement: The influence of the college environment* (2007, April). Paper presented at the American Educational Research Association annual meeting, Chicago, IL.
- Parents, peers, and the transition to college for African American adolescents* (March, 2008). Paper presented at the Society for Research on Adolescence biennial meeting, Chicago, IL.
- Higher education achievement, engagement, and expectations of immigrant and native born adolescents of African descent* (March, 2008). Paper presented at the Society for Research on Adolescence biennial meeting, Chicago, IL.
- Is history destiny: High school experiences and adolescent's college adjustment* (March, 2008). Paper presented at the American Educational Research Association annual meeting, New York, NY.
- Examining the dual influences of parents and peers on African-American adolescents' expectations in college* (March, 2008). Paper presented at the American Educational Research Association annual meeting, New York, NY.
- African American adolescents and the transition to college* (May, 2008). Paper presented at the annual meeting of The European Association for Research on Adolescence, Torino Italy.
- Reducing aggressive behavior and increasing motivation in school: The evolution of an intervention to strengthen school adjustment* (July, 2008). **Invited Presentation** at the annual meeting of The

International School Psychology Association, Utrecht, Netherlands.

WORKSHOPS CONDUCTED

- October, 1991 *Managing Peer Conflict*. Forty-Second Street Elementary School, Los Angeles. Teacher in-service training program.
- November, 1991 *Understanding Student Perceptions of Intent*. Warren Lane Grammar School, Inglewood, CA. Teacher in-service training program.
- March, 1992 *The Relationship Between Social Perception and Student Aggression*. Washington Middle School, Pasadena, CA. Teacher in-service training program.
- May, 1992 *Perceived Intent and Reactive Aggression: Strategies for Intervention*. Dublin Elementary School, Los Angeles, Ca. Staff in-service training program.
- October, 1993 *Perceived Intent and Reactive Aggression: Strategies for Intervention*. 102nd Street School, Los Angeles, Ca. Faculty meeting Presentation.
- November, 1993 *Perceived Intent and Reactive Aggression: Strategies for Intervention*. Raymond Avenue School, Los Angeles, Ca. Faculty meeting Presentation.
- May, 1994 *Ethnic Identity and Student Achievement*. Santa Barbara Junior High School. Faculty meeting presentation.
- February, 1995 *Enhancing Peer Relationships: Results of a Social relations Intervention*. Raymond Avenue School, Los Angeles, Ca. Faculty meeting presentation.
- May, 1995 *Fostering Achievement Motivation on Culturally Diverse School campuses*. Santa Barbara Junior High School. Faculty meeting presentation.
- August, 1995 *Communicating with Adolescents*. Marlborough School, Los Angeles, CA. Staff development program.
- February, 1997 *Social Relations Training to Enhance Student Behavior*. 112th Street School, Los Angeles, Ca. Faculty meeting presentation.
- May, 1997 *Understanding Student Motivation: Theory into Practice*. Foshay Learning Center, Los Angeles, Ca. Faculty inservice presentation.
- October, 1998 *Understanding Childhood Aggression*. Santa Barbara Pro Youth Coalition Annual Summit, Santa Barbara, CA. Workshop for youth development workers.
- January, 1999 *Enhancing Achievement Motivation*. E.O. Green Middle School, Port Hueneme, CA. Workshop for Parent Advisory Council and AVID program participants.
- July, 1999 *Reducing Childhood Aggression: The BrainPower program*. 4H Youth Development Program, Los Angeles, Ca. Workshop for afterschool program leaders.
- September, 1999 *Understanding Youth Violence: What Research Can Tell Us*. Santa Barbara County Psychological Association community workshop.
- February, 2000 *Culturally Informed Youth Violence Prevention: Implications for Research and Intervention Design*. Auburn University, Auburn, GA. NSF capacity building workshop.
- May, 2000 *Planning for Success: Setting and Achieving Goals*. F. G. Joyner Elementary School, Los Angeles, CA. Career Assembly presentation.
- November, 2001 *Best Practices for Youth Development Programs: Evidence from Research*. Los Angeles Partnership for After School Enrichment (LA-PASE).
- October, 2002 *Reducing Childhood Aggression using the BrainPower Program*. Connecticut State Department of Education, Hartford, CN. Statewide teacher continuing education.
- May, 2004 *Preparing for College*. Barrett Elementary School, Los Angeles, CA. Career Day presentation.

REVIEWING AND REFEREEING ACTIVITIES

Journal of Experimental Child Psychology, editorial board 2006-2008
Psychological Bulletin, editorial board 2005-2007
Child Development, editorial board 2003-2007
Educational Researcher, editorial board 2004-2006; 2007-2009
Developmental Psychology, editorial board 1999-2004
American Educational Research Journal, editorial board 2001-2004; 2006-2008
Journal of Social and Behavioral Scientists, editorial board 2001-2004
Ad hoc reviewer

Adolescence
American Journal of Community Psychology
Educational Psychologist
Journal of Adolescence
Journal of Educational Psychology
Journal of Family Psychology
Journal of Research on Adolescence
Merrill Palmer Quarterly
Sex Roles: A Journal of Research
Urban Education

Grant and Program Reviewing Activity

National Science Foundation, Division of Behavioral and Cognitive Sciences
Centers for Disease Control and Prevention, National Center for Injury Prevention and Control
Department of Education, OSERS
Department of Education, Institute of Education Sciences
Netherlands Organisation for Health Research and Development
University of California, Office of the President Urban Community School Collaborative
University of California, Office of the President Postdoctoral Fellowship Program

GRANTS AWARDED

1993-97 U. S. Public Health Service; Centers for Disease Control and Prevention
\$500,000: Attributional Bias and Reactive Aggression
1997-98 California Wellness Foundation.
\$100,000: A Community Based Program to Reduce Youth Violence
1998-01 Givertz Research Center, Santa Barbara, CA
\$90,000: Motivation and Achievement Among Summer School Students
1999-01 Wells Fargo Foundation
\$164,000: Secondary Schooling Experiences
2000-04 U. S. Public Health Service; Centers for Disease Control and Prevention
\$65,000 sub contract: Intervention Core Coordinator for Developing Center of Excellence for the
Study of Youth Violence; University of California, Riverside
2002-03 U.S. Department of Agriculture/4H Youth Development Program
\$10,000: Implementing the BrainPower Program for aggression reduction
2004-06 University of California Faculty Senate Research Grant
\$15,000: New Life in the Academy: First Generation College Freshmen's Adjustment
2005-06 University of California-Santa Barbara Office of Academic Preparation
\$25,000: New Life in the Academy: First Generation College Freshmen's Adjustment.

AWARDS AND HONORS

2007 Editorial Award, American Education Research Journal
2004 Editorial Award, American Education Research Journal
2004 Best Practices In Youth Violence Prevention, SAMHSA
2002 Editorial Award, American Education Research Journal

PROFESSIONAL ORGANIZATIONS

American Psychological Association, Board of Educational Affairs
American Psychological Society
American Educational Research Association, Vice president Division E
Association of Social and Behavioral Scientists
Phi Delta Kappa
Society for Research on Adolescence
Society for Research on Child Development

COMMUNITY ORGANIZATIONS

Alpha Kappa Alpha Sorority, Inc.
Univ. of Calif. Alumni Association - Life Member
Western States Black Research and Education Center - Education Director

California Education Credentials
Standard Secondary Education: English/Social Science issued for life
Reading Specialist: issued for life
Learning Handicapped Specialist: issued for life
Resource Specialist Certificate: issued for life
Administrative Services: clear certification
Community College Instructor: Lang. Arts/Literature/Adult Basic Ed.