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EDUCATION

University of Virginia, Charlottesville

PhD in Educational Psychology, May 2008

Emphases: Educational Research, Quantitative Methodology, Child Development

University of Michigan, Dearborn

Master of Arts in Teaching, Biology, December 2003

University of Michigan, Ann Arbor

Bachelor of Science, General Biology, December 1997

PROFESSIONAL POSITIONS

Interim Chair, Department of Psychology, 2023 - 2024

Professor, Department of Psychology, 2022-present

Director, Applied Developmental Psychology Graduate Program, 2015-2023

Associate Professor, Department of Psychology, George Mason University, 2014-2022

Assistant Director, Applied Developmental Psychology Graduate Program, 2011-2015

Assistant Professor, Department of Psychology, George Mason University 2008-2014

PUBLICATIONS

* denotes GMU student researcher

80. Martin, L. N.*, Renshaw, K. D., Mauro, K*, **Curby, T. W.**, Ansell, E., & Chaplin, T. (in press).

Intergenerational effects of childhood maltreatment: Role of Emotion dysregulation and emotion socialization. *Journal of Child and Family Studies*

79. Chaplin, T., **Curby, T. W.**, Goncalves, S. F., Kisner, M. A., Niehaus, C. E., & Thompson, J. C. (in press). Sex differences in emotion- and reward-related neural responses predicting increases in substance use in adolescence. *Behavioral Brain Research*. <https://doi.org/10.1016/j.bbr.2023.114499>

78. Fatahi, N.*, Winsler, A., & **Curby, T. W.** (in press). Pre-K teacher emotion socialization and

- children's emotional competence. *Early Child Development and Care*. <https://doi.org/10.1080/03004430.2022.2074980>
77. Jackson, V., Estrada, M., Zinsser, K. M., **Curby, T. W.**, & Gordon, R. A. (2023) A comparison of emotion-focused teaching in and outside of planned social-emotional learning activities. *Early Childhood Education Journal*. <https://doi.org/10.1007/s10643-023-01478-8>
 76. Zinsser, K. M., **Curby, T. W.**, Gordon, R., & Moberg, S. (2023). A unidimensional model of emotion-focused teaching in early childhood. *Learning Environments Research*. <https://doi.org/10.1007/s10984-023-09461-1>
 75. Loomis, A. M., **Curby, T. W.**, & Zinsser, K. M. (2023). Beyond the behavior: Teachers' trauma-informed attitudes mitigate expulsion risk among uninhibited preschoolers. *Children & Youth Services Review*, 145. <https://doi.org/10.1016/j.childyouth.2023.106806>
 74. Fatahi, N. *, Park, C., **Curby, T. W.**, Zinsser, K. M., Denham, S. A., Moberg, S., & Gordon, R. (2022). Promoting preschoolers' social and emotional competencies through emotion-focused teaching. *Early Education and Development*. <https://doi.org/10.1080/10409289.2022.2133319>
 73. Swanson, J., Brock, L., Van Sickle, M., Gutshall, C., Brock, L., & **Curby, T. W.** (2022). Teacher perceptions as an entry point for talent spotting and development. *Journal for the Education of the Gifted*, 45(3), 238-270. <https://doi.org/10.1177/01623532221105311>
 72. Bailey, C., Ondrusek, A., **Curby, T. W.**, Denham, S. (2022). Teachers' consistency of emotional support moderates the association between young children's regulation capacities and their preschool adjustment. *Psychology in the Schools*, 59(6), 1051-1074. <https://doi.org/10.1002/pits.22659>
 71. **Curby, T. W.**, Zinsser, K. M., Gordon, R. A., Ponce, E., Syed, G. *, & Peng, F. (2022). Emotion-focused teaching practices and preschool children's social and learning behaviors. *Emotion*, 22(8), 1869-1885. <https://doi.org/10.1037/emo0000988>
 70. Hu, B. Y., Huang, P., Wang, S., & **Curby, T. W.** (2021). Teachers' beliefs about children and children's literacy development: The mediating role of responsive teaching. *Journal of Early Childhood Literacy*. <http://dx.doi.org/10.1177/14687984211037004>
 69. Chaplin, T. M., Mauro, K. *, **Curby, T. W.**, Niehaus, C. *, Fischer, S., Turpyn, C. C. *, Martelli, A. M., Miller, A. B., Leichtweis, R. N., Baer, R., & Sinha, R. (2021). Effects of a parenting-focused mindfulness intervention on adolescent substance use and psychopathology: a randomized controlled trial. *Research on Child and Adolescent Psychopathology*, 49, 861-875 <https://doi.org/10.1007/s10802-021-00782-4>
 68. Gordon, R., Peng, F., **Curby, T. W.**, & Zinsser, K. M. (2021). Using the many-facet Rasch model to improve observational quality measures: An introduction and application to measuring the teaching of emotion skills. Manuscript prepared for a special Issue on Measuring Quality in Early Childhood Education: Past, Present, and Future, *Early Childhood Research Quarterly*, 55, 149-164. <https://doi.org/10.1016/j.ecresq.2020.11.005>
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 66. Cattaneo, L. B., Stylianou, A. M., Hargrove, S. *, Goodman, L. A. *, Gebhard, K., & **Curby, T. W.** (2021). Survivor-centered practice and survivor empowerment: Evidence from a research-practitioner partnership. *Violence Against Women*, 27(9), 1252-1272. <https://doi.org/10.1177/1077801220935196>
 65. De Feyter, J. J., Parada, M. D. *, Hartman, S., **Curby, T. W.**, & Winsler, A. (2020). The early academic resilience of children from low-income, immigrant families. *Early Childhood Research Quarterly*, 51, 446-461. doi:10.1016/j.ecresq.2020.01.001

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63. Stokes, L. R. E.*, Suh, J. M., & **Curby, T. W.** (2020). Examining the nature of teacher support during different iterations and modalities of Lesson Study implementation. *Professional Development in Education*, 46(1), 97-111. doi:10.1080/19415257.2019.1634623
62. Wang, S., Hu, B., **Curby, T. W.**, & Fan, X. (2020). Multiple approaches for assessing within-day stability in teacher-child interactions. *Early Education and Development*, 32(4), 553-571. <https://doi.org/10.1080/10409289.2020.1760040>
61. An, X.*, Ullrich R. S., & **Curby, T. W.** (2019). Teacher-student relationships and child problem behaviors: Comparing children with and without disabilities. *Perspectives on Early Childhood Psychology and Education*, 4(2), 5-37.
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59. **Curby, T. W.**, McKnight, P., Alexander, L.*, & Erchov, S.* (2019). Sources of variance in end-of-course student evaluations. *Assessment and Evaluation in Higher Education*, 45(1), 44-53. <https://doi.org/10.1080/02602938.2019.1607249>
58. Goncalves, S. F.*, Chaplin, T. M., Turpyn, C. C., Niehaus, C. E.*, **Curby, T. W.**, Sinha, R., & Ansell, E. B. (2019). Difficulties in emotion regulation predict depressive symptom trajectory from early to middle adolescence. *Child Psychiatry and Human Development*, 50, 618-630. <https://doi.org/10.1007/s10578-019-00867-8>
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51. Shaw, T., **Curby, T.**, Satterfield, K., Monfort, S., & Ramirez, R. (2018). Transcranial Doppler Sonography reveals sustained attention deficits in young adults diagnosed with ADHD. *Experimental Brain Research*, 237, 511-520. <https://doi.org/10.1007/s00221-018-5432-y>

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46. **Curby, T. W.**, Berke, E., Alfonso, V. C., Blake, J., DeMarie, D., DuPaul, G. J., Flores, R., Hess, R. S., Howard, K., Lepore, J. C. C., & Subotnik, R. F. (2017). Kindergarten teacher perceptions of kindergarten readiness: The importance of social-emotional skills. *Perspectives on Early Childhood Psychology and Education*, 2(2), 115-137.
45. Esposito-Smythers, C., **Curby, T.**, Hadley, W., & Brown, L. K. (2017). Randomized pilot trial of a cognitive-behavioral alcohol, self-harm, and HIV prevention program for teens in mental health treatment. *Behaviour Research and Therapy*, 89, 49-56. <https://doi.org/10.1016/j.brat.2016.11.005>
44. Bailey, C. S.*, Denham, S. A., **Curby, T. W.**, & Bassett, H. H., (2016). Emotional and organizational supports for preschoolers' emotion regulation: Relations with school adjustment. *Emotion*, 16, 263-279. <https://doi.org/10.1037/a0039772>
43. Baroody, A. E., Rimm-Kaufman, S. E., Larsen, R. A., & **Curby, T. W.** (2016). A multi-method approach for describing the contributions of student engagement on fifth grade students' social competence and achievement in mathematics. *Learning and Individual Differences*, 48, 54-60. <https://doi.org/10.1016/j.lindif.2016.02.01242>.
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38. Howarth, G. Z.*, Fettig, N. B.*, **Curby, T. W.**, & Bell, M. A. (2016). Frontal electroencephalogram asymmetry and temperament across infancy and early childhood: An exploration of stability and bidirectional relations. *Child Development*, 82, 465-476. <https://doi.org/10.1111/cdev.12466>.
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- Developmental Disabilities*, 53-54, 43-60. <https://doi.org/10.1016/j.ridd.2016.01.016>
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 35. Zinsser, K. M., Denham, S.A., **Curby, T. W.**, & Chazan-Cohen, R. (2016). Early childhood directors as socializers of emotional climate. *Learning Environments Research*. <https://doi.org/10.1007/s10984-016-9208-7>
 34. An, X.*, Rojahn, J., **Curby, T. W.**, & Ding, Y. (2015). Psychometric properties of the Chinese Behavior Problems Inventory-01 in children and adolescents with or at risk for intellectual disabilities. *Research in Developmental Disabilities*, 36, 256-263. <https://doi.org/10.1016/j.ridd.2014.10.006>
 33. **Curby, T. W.**, Brown, C. A.*, Bassett, H. H., & Denham, S. A. (2015). Associations between preschoolers' social-emotional competence and preliteracy skills. *Infant and Child Development*, 24, 549-570. <https://doi.org/10.1002/icd.1899>
 32. Rimm-Kaufman, S. E., Baroody, A., Larsen, R., **Curby, T. W.**, & Abry, T. (2015). To what extent do teacher-student interaction quality and student gender contribute to fifth graders' engagement in mathematics instruction. *Journal of Educational Psychology*, 107, 170-185. <https://doi.org/10.1037/a0037252>
 31. Zinsser, K. M., Denham, S. A., **Curby, T. W.**, & Shewark, E. (2015). "Practice what you preach": Teachers' perceptions of emotional competence and emotionally supportive classroom practices. *Early Education & Development*, 26(7), 899-919. <https://doi.org/10.1080/10409289.2015.1009320>
 30. Kim, Y. K.*, **Curby, T. W.**, & Winsler, A. (2014). Child, family, and school characteristics related to English proficiency development among low-income dual language learners (DLLs). *Developmental Psychology*, 50, 2600-2613. <https://doi.org/10.1037/a0038050>
 29. Zinsser, K.*, Shewark, E., Denham, S. A., & **Curby, T. W.** (2014). A mixed-method examination of preschool teacher beliefs about social emotional learning and relations to observed emotional support. *Infant and Child Development*, 23, 471-493. <https://doi.org/10.1002/icd.1843>
 28. Zinsser, K., & **Curby, T. W.** (2014). Understanding preschool teachers' emotional support as a function of center climate. *SAGE Open*, 4(4), 1-9. <https://doi.org/10.1177/2158244014560728>
 27. Baroody, A. E., Rimm-Kaufman, S. E., Larsen, R. A., & **Curby, T. W.** (2014). The link between Responsive Classroom training and student-teacher relationship quality in the fifth grade: A study of fidelity of implementation. *School Psychology Review*, 43, 69-85. <https://doi.org/10.1080/02796015.2014.12087455>
 26. **Curby, T. W.**, Downer, J. T., & Booren, L. (2014). Behavioral exchanges between teachers and children over the course of a typical preschool day: Testing bi-directional associations. *Early Childhood Research Quarterly*, 29, 193-204. <https://doi.org/10.1016/j.ecresq.2014.01.002>
 25. Brock, L. B., & **Curby, T. W.** (2014). Emotional support consistency and teacher-child relationships forecast social competence and problem behaviors in prekindergarten and kindergarten. *Early Education and Development*, 25(5), 661-680. <https://doi.org/10.1080/10409289.2014.866020>
 24. Carlson, A.*, Rowe, E., & **Curby, T. W.** (2013). Disentangling fine motor skills' relation to academic achievement: The relative contributions of visual-spatial integration and visual-motor coordination. *Journal of Genetic Psychology*, 174(5), 514-533. <https://doi.org/10.1080/00221325.2012.717122>
 23. Ottmar, E., Decker, L., Cameron, C., **Curby, T. W.**, & Rimm-Kaufman, S. E. (2013). Classroom

- instructional quality, exposure to mathematics instruction, and mathematics achievement in fifth grade. *Learning Environments Research*. <https://doi.org/10.1007/s10984-013-9146-6>
22. Perloe, A.*, Esposito-Smythers, C., **Curby, T. W.**, & Renshaw, K. (2014). Concurrent trajectories of change in adolescent and maternal depression in the TORDIA study. *Journal of Youth and Adolescence*, 43, 612-628. <https://doi.org/10.1007/s10964-013-9999-0>
 21. Rimm-Kaufman, S. E., Larsen, R., Baroody, A., **Curby, T. W.**, Ko, M., Thomas, J., Merritt, E., Abry, T., & DeCoster, J. (2014). Efficacy of the *Responsive Classroom* approach: Results from a 3-year, longitudinal randomized control trial. *American Educational Research Journal*, 51(3), 567-603. <https://doi.org/10.3102/0002831214523821>
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 19. Bailey, C. S.*, Zinsser, K. M.*, **Curby, T. W.**, Denham, S. A., & Bassett, H. H. (2013). Becoming a consistently emotionally supportive preschool teacher: Implications for center directors and teachers. [Research-To-Practice Summary to accompany Zinsser, Bailey, Curby, Denham, Bassett, & Morris research article in same issue.] *NHSA Dialog: A Research to Practice Journal*, 16(2), 131-137.
 18. **Curby, T. W.**, Brock, L., & Hamre, B. (2013). Teachers' emotional support consistency predicts children's achievement gains and social skills. *Early Education and Development*, 24(3), 292-309. <https://doi.org/10.1080/10409289.2012.665760>
 17. **Curby, T. W.**, & Chavez, C.* (2013). Examining CLASS dimensions as predictors of pre-k children's development of language, literacy, and mathematics. *NHSA Dialog: A Research to Practice Journal*, 16(2), 1-17.
 16. **Curby, T. W.**, & Chavez, C.* (2013). Prioritizing interactions to support children's academic achievement. [Research-To-Practice Summary to accompany Curby & Chavez research article in same issue.] *NHSA Dialog: A Research to Practice Journal*, 16(2), 109-112.
 15. **Curby, T. W.**, Rimm-Kaufman, S. E., & Abry, T. (2013). Do emotional support and classroom organization earlier in the year set the stage for higher quality instruction? *Journal of School Psychology*, 51, 557-569. <https://doi.org/10.1016/j.jsp.2013.06.001>
 14. Medeiros, K.*, **Curby, T. W.**, Bernstein, A.*, Rojahn, J., & Schroeder, S. R. (2013). The progression of severe behavior disorder in young children with intellectual and developmental disabilities. *Research in Developmental Disabilities*, 34, 3639-3647. <https://doi.org/10.1016/j.ridd.2013.08.002>
 13. Morris, C. A. S.*, Denham, S. A., Bassett, H. H., & **Curby, T. W.** (2013). Relations among teachers' emotion socialization beliefs and practices and preschoolers' emotional competence. *Early Education and Development*, 24(7), 979-999. <https://doi.org/10.1080/10409289.2013.825186>
 12. Zinsser, K.*, Bailey, C.*, **Curby, T. W.**, Denham, S., & Bassett, H. (2013). Exploring the predictable classroom: Preschool teacher stress, emotional supportiveness, and students' social-emotional behavior in private and Head Start centers. *NHSA Dialog: A Research to Practice Journal*, 16(2), 90-108.
 11. **Curby, T. W.**, Boyer, C.*, Edwards, T.*, & Chavez, C*. (2012). Assistant teachers in Head Start classrooms: Comparing to and working with lead teachers. *Early Education and Development*, 23(5), 640-653. <https://doi.org/10.1080/10409289.2011.607361>
 10. Kidd, J. K., **Curby, T. W.**, Boyer, C. E.*, Gadzichowski, K. M.*, Gallington, D. A., Machado, J. A.*, & Pasnak, R. (2012). Benefits of an intervention focused on oddity and seriation. *Early Education and Development*, 23(6), 900-918. <https://doi.org/10.1080/10409289.2011.621877>

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8. **Curby, T. W.**, Stuhlman, M., Grimm, K., Mashburn, A., Chomat-Mooney, L., Downer, J., Hamre, B.K., & Pianta, R.C. (2011). Within-day variability in the quality of classroom interactions during third and fifth grade: Implications for children's experiences and conducting classroom observations. *Elementary School Journal*, 112(1), 16-37. <https://doi.org/10.1086/660682>
7. Perez-Edgar, K., McDermott, J. M., Korelitz, K., Degnan, K. E., **Curby, T. W.**, Pine, D. S., & Fox, N. A. (2010). Patterns of sustained attention in infancy shape the developmental trajectory of social behavior from toddlerhood through adolescence. *Developmental Psychology*, 46, 1723-1730. <https://doi.org/10.1037/a0021064>
6. **Curby, T. W.**, Grimm, K. J., & Pianta, R. C. (2010). Stability and change in early childhood classroom interactions during the first two hours of a day. *Early Childhood Research Quarterly*, 25, 373-384. <https://doi.org/10.1016/j.ecresq.2010.02.004>
5. **Curby, T. W.**, Rimm-Kaufman, S. E., & Ponitz, C. C. (2009). Teacher-child interactions and children's achievement trajectories across kindergarten and first grade. *Journal of Educational Psychology*, 101(4), 912-925. <https://doi.org/10.1037/a0016647>
4. Rimm-Kaufman, S. E., **Curby, T. W.**, Grimm, K., Nathanson, L., & Brock, L. L. (2009). The contribution of children's self-regulation and classroom quality to children's adaptive behaviors in the kindergarten classroom. *Developmental Psychology*, 45, 958-972. <https://doi.org/10.1037/a0015861>
3. **Curby, T. W.**, LoCasale-Crouch, J., Konold, T.R., Pianta, R., Howes, C., Burchinal, M., Bryant, D., Clifford, R., Early, D., & Barbarin, O. (2009). The relations of observed pre-k classroom quality profiles to children's academic achievement and social competence. *Early Education and Development*, 20(2), 346-372. <https://doi.org/10.1080/10409280802581284>
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BOOK CHAPTERS

6. Lucariello, J., **Curby, T. W.**, Anderman, E. M., Nastasi, B., Subotnik, R., Khalid, M., Michel, R., Tinio, P., & Stoner, G. (2022). Reconfiguring the "Top 20 Principles for PreK-12 Education" by basing them in the dynamics of the classroom and extending them to higher education. In Angela O'Donnell, Nicole C. Barnes, and Johnmarshall Reeve (eds), *The Oxford Handbook of Educational Psychology*. <https://doi.org/10.1093/oxfordhb/9780199841332.013.29>
5. **Curby, T. W.** (2020). Creating successful early learning environments. In V. C. Alfonso and G. J. DuPaul's (Eds.) *Healthy development in young children: Evidence-based interventions for early education*. Washington, DC: American Psychological Association.
4. Brock, L. L., **Curby, T. W.**, & Cannell-Cordier, A. L. (2018). Consistency in children's classroom experiences and implications for early childhood development. In A. Mashburn, J. LoCasale-Crouch, and K. Pears' (Eds.) *Kindergarten Transition and Readiness: Promoting Cognitive, Social-Emotional, and Self-Regulatory Development*. Springer.
3. **Curby, T. W.**, Berke, E. *, Alfonso, V., Blake, J. J., DeMarie, D., DuPaul, G. J., Flores, R., Hess, R. S., Howard, K. A. S., Lepore, J. C. C., & Subotnik, R. F. (2018). Transition practices into

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2. **Curby, T. W.** (2016). Classroom processes. In D. Couchenour & K. Chrisman (Eds.) *The SAGE encyclopedia of contemporary early childhood education*. Thousand Oaks, CA: SAGE. doi:10.4135/9781483340333.n69
 1. Larsen, R. A. A., Wanless, S. B., Rimm-Kaufman, S. E., & **Curby, T. W.** (2015). Direct and indirect effects of principal leadership on teacher quality and mathematics achievement in the context of the Responsive Classroom Approach. In M. DiPaola & W.K. Hoy's (Volume Eds.) *Leadership and School Quality* volume in DiPaola's (Series Ed.) *Research and Theory in Educational Administration*.

REVISE-RESUBMIT MANUSCRIPTS

Curby, T. W., Zinsser, K. M., Gordon, R. A., & Casey, E. G.* (under review). Emotion-focused teaching throughout the day. *AERA Open*

MANUSCRIPTS UNDER INITIAL REVIEW

Hunter, S., & **Curby, T. W.** (under review). Sources of variance in field-based evaluator and teacher self-reported instruction: Differences at baseline and within-year growth. *AERA Open*.

He, H., Bu, B. Y., Gao, X., Lv, B., & **Curby, T. W.**, (under review) Longitudinal effects of parenting styles during Kindergarten on social skills of children in second grade. *Journal of Family Psychology*.

MANUSCRIPTS IN PREPARATION

Curby, T.W., Zinsser, K., Main, C., & Skourletos, J. (in prep) SEL Coaching in the Context of Alternative Early Childhood Licensure Program: Changes in Observed and Self-reported Emotion-Focused Teaching

EMOTERS INSTRUMENT AND TRAINING MATERIALS

Zinsser K. M., **Curby, T. W.**, & Gordon, R. A. (2016-2023). *The Emotion Teaching Rating Scale (EMOTERS) for preschool classrooms instrument description*. University of Illinois at Chicago & George Mason University. Retrieved from: <https://www.emoters.org/>

The EMOTERS Project Team (2016-2023). *Online EMOTERS Qualtrics Coding Form*. University of Illinois at Chicago & George Mason University.

The EMOTERS Project Team (2016-2023). *Technical Manual for the Emotion Teaching Rating Scale (EMOTERS)*. University of Illinois at Chicago & George Mason University.

Casey, E., Park, C., **Curby, T. W.**, & Zinsser, K. M. (2021-2023). *Online self-paced EMOTERS training program*. University of Illinois at Chicago & George Mason University. Available from www.emoters.org

Casey, E., **Curby, T. W.**, Zinsser, K. M., Schindler, L., McBride, C. (2021-2023) *EMOTERS reliability video master code justifications*. University of Illinois at Chicago & George Mason University.

NON-PEER-REVIEWED PUBLICATIONS

- American Psychological Association, Coalition for Psychology in Schools and Education (2020).** Fostering children's emotional well-being during COVID-19. <https://www.apa.org/topics/covid-19/parenting-caregiving/childrens-emotional-well-being.pdf>
- American Psychological Association, Coalition for Psychology in Schools and Education (2019).** Top 20 principles from psychology for early childhood teaching and learning. <https://www.apa.org/ed/schools/teaching-learning/top-twenty/early-childhood/full-report.pdf>
- Curby, T. W.** (2019, Winter). The work of APA's Coalition for Psychology in Schools and Education. *Developmental Psychologist [Newsletter for APA Division 7]*. p. 7.
- Curby, T. W.**, & Alfonso, V. (2018). What kindergarten teachers wish children knew. *APA's Psych Learning Curve*. <http://psychlearningcurve.org/kindergarten-teachers-wish-children-knew/>
- DeMarie, D., Flores, R., Alfonso, V., Blake, J., **Curby, T. W.**, DuPaul, G., Hodges, K., Howard, K., Lepore, J., & Tinio, P. (2017). *High 5: Must-ask questions for parents in search of the best early childhood program*. Washington, DC: American Psychological Association. <https://www.apa.org/education/k12/high-five.pdf>
- DeMarie, D., Flores, R., Alfonso, V., Blake, J., **Curby, T. W.**, DuPaul, G., Hodges, K., Howard, K., Lepore, J., & Tinio, P. (2017). *The Science Behind the High Five Model for High-Quality Early Childhood Education An Annotated Bibliography*. Washington, DC: American Psychological Association. <https://www.apa.org/education/k12/high-five-bibliography.pdf>
- Curby, T. W.** (2017, July) 7 Things to do this summer to get your child ready for kindergarten. *APA's Psych Learning Curve*. <http://psychlearningcurve.org/author/tim-curby-phd/>
- Carlson, A. G., **Curby, T. W.**, Brown, C. A., & Truong, F. R. (2017). "Every Child Ready": Exposure to a comprehensive instructional model improves students' growth trajectories in multiple early learning domains. ERIC <https://eric.ed.gov/?id=ED573733>
- Carlson, A. G., **Curby, T. W.**, Brown, C. A., & Trygstad, K. M. (2017). Equitable education for all: Using a comprehensive instructional model to improve preschool teacher practices. ERIC <https://eric.ed.gov/?id=ED573732>
- Zulauf, C., Jiang, X., Roth, A., Troxler, J., Zinsser, K., & **Curby, T.** (2016). Development and preliminary validation of the emotional teacher rating scale (EMOTERS) for preschool classrooms. *AERA Social and Emotional Learning Special Interest Group Fall Newsletter*.
- Curby, T. W.**, Downer, J. T., & Booren, L. M. (2014). Teachers' supports and children's engagement: Testing for bidirectional associations. [http://curry.virginia.edu/uploads/resourceLibrary/CASTL_Research_Brief-Curby_et_al._\(2014\).pdf](http://curry.virginia.edu/uploads/resourceLibrary/CASTL_Research_Brief-Curby_et_al._(2014).pdf)
- Curby, T. W.**, & Carlson, A. G. (2014). Fine motor skills and academic achievement. *PsychEd Blog, Psychology Today*. <http://www.psychologytoday.com/blog/psyched/201402/fine-motor-skills-and-academic-achievement>
- Curby, T. W.**, Rimm-Kaufman, S. E., & Abry, T. (2013). Does emotional support and classroom organization early in the year lead to higher quality instruction? *CASTL Research Brief*. [http://curry.virginia.edu/uploads/resourceLibrary/CASTL_Research_Brief-Curby_et_al._\(2013\)_JSP.pdf](http://curry.virginia.edu/uploads/resourceLibrary/CASTL_Research_Brief-Curby_et_al._(2013)_JSP.pdf)
- Zinsser, K. M.*, & **Curby, T. W.** (2013, July 16). Making a conference work for you. *PsychEd Blog, Psychology Today*. <http://www.psychologytoday.com/blog/psyched/201307/making-conference-work-you>
- Curby, T. W.**, & Brock, L. L. (2013). Teachers' emotional consistency matters for preschool children. *CASTL Research Brief*. http://curry.virginia.edu/uploads/resourceLibrary/CASTL_Research_Brief-Curby_et_al._%282013%29_EED.pdf
- Denham, S., Zinsser, K.*, Bassett, H. H., Bailey, C.*, & **Curby, T. W.** (2012). Teachers as important

contributors to SEL. *American Educational Research Association, Social and Emotional Learning Special Interest Group (#170) Newsletter*.

Chomat-Mooney, L. I., Pianta, R. C., Hamre, B. K., Mashburn, A., Luckner, A. E., Grimm, K. J., Wang, L., **Curby, T. W.**, & Downer, J. (2008). *A practical guide for conducting classroom observations - A summary of issues and evidence for researchers*. Report to The W. T. Grant Foundation. University of Virginia, Charlottesville. https://www.dropbox.com/s/63zeqs9ekkddiv94/WTG%20Technical%20Report%20Mar%2020%202008_final.pdf?dl=0

GRANT FUNDING

In Progress

National Institutes of Health. Efficacy and neurobiological mechanisms of a parent-focused mindfulness intervention to prevent adolescent substance use. PI: T. Chaplin. Role: Statistician. 2021-2026.

National Institutes of Health. Parent-adolescent interactions, gender, and substance use: Brain mechanisms. (R01 DA033431-06A1). PI: T. Chaplin. Role: Statistician. 2018-2023. Total Costs: \$2,578,998.

US Department of Education (University of Illinois at Chicago). The Chicago Early Childhood Preparation and Pathway (CECPP) Partnership. (U336S190035) PI: C. Main. Role: Co-Principal Investigator. 2019-2024. GMU Costs: \$412,179.

Completed

Institute of Education Sciences, US Dept. of Education. Development and preliminary validation of the emotional teacher rating scale (EMOTERS) for preschool classrooms. (R305A160010) PI: Zinsser. Role: Co-Principal Investigator. 2016-2021. GMU Costs: \$428,213.

Institute of Education Sciences, US Dept. of Education. *Early Childhood Teachers as Socializers of Young Children's Emotional Competence* (R305A110730). PI: Denham. Role: Co-Principal Investigator. 2011-2015. Total costs: \$1,567,774

National Institute of Child Health and Human Development. *Computerized Social-Emotional Assessment Battery for School Readiness*. PI: Denham. Role: Statistical Consultant. 2012-2014. \$196,954

American Psychological Association, Division 15 Early Career Educational Psychology Research Award, *"Teachers' global quality and children's development of emotional competence in preschool."* 2011-2014. Role: PI. Total Costs: \$6,614

DuBarry Foundation (subcontract through the University of Virginia). *"Quantitative Support for the Student Engagement Study."* 2013-2014. Role: Principal Investigator for Subcontract, \$32,750

National Science Foundation (subcontract through the University of Virginia). *"Quantitative methods support for the Classroom Processes, Students' Engagement in Mathematics Instruction, and Mathematics Achievement Study."* 2011-2012. Role: Principal Investigator for Subcontract, \$37,232

George Mason University, Office of Research and Economic Development. *"Continuous Measurement of Classroom Social Processes."* 2010 - 2011. Role: Principal Investigator, \$3,000

Institute of Education Sciences, Department of Education. *"Early Childhood Hands-On Science (ECHOS) Efficacy Study."* 2010 -2014. Role: Consultant, \$18,000

George Mason University, Technology Across the Curriculum. *"Improving PSYC 313 Child*

Psychology through the use of improved Scantron equipment." 2009 - 2010. Role: Principal Investigator, \$5,460

Student F31 Awards

National Institutes of Mental Health F31. *A mixed-methods investigation of parental burden and adolescent service use following discharge from psychiatric hospitalization.* (F31MH134462) PI: K. Maultsby. Role: Statistician. 2023-2025

Completed

National Institute for Child Health and Human Development F31. *Parental emotion socialization and protective factors related to child psychosocial outcomes in the context of military families and PTSD.* (F31HD098830) PI: S. Giff. Role: Consultant. 2019-2021.

National Institute of Mental Health F31. *The Integration of Exposure Sessions into Family-Based Treatment for Anorexia Nervosa.* (1F31MH117868) PI: C. E. Byrne. Role: Consultant. 7/2018-7/2019.

National Institutes of Health F31. *Neural mechanisms of a parent-focused mindfulness intervention to prevent adolescent substance use.* (1F31DA041790). PI: C. (Mauger) Turpyn. Role: Co-Sponsor. 2016-2018.

National Institutes of Mental Health F31. National Research Service Award. *Interpersonal Mechanisms of Suicide Risk in Service Members: A Daily Diary Study.* (1F31MH107093) PI: S. Carter. Role: Statistical Consultant. 2015-2017.

PAPER PRESENTATIONS AND SYMPOSIA

Zinsser, K., **Curby, T.W.**, Main, C., Park, C., & Skourletos, J. (2023, April) *Coaches' feedback and the promotion of emotion-focused teaching in early childhood educators.* Paper roundtable presented to the American Educational Research Association (AERA) Annual Meeting, Chicago, IL. Non-paper artifact: aera23-aera.ipostersessions.com/Default.aspx?s=5E-55-7F-7E-85-D2-F8-D5-89-DD-B3-A7-12-29-FF-75

Chaplin, T., Goncalves, S., Thompson, J., & **Curby, T.W.** (2023, March). *Gender differentiated emotion-related neural predictors of growth in adolescent substance use.* Flash talk paper presented at the Biennial Meeting of the Society for Research in Child Development, Salt Lake City, Utah

Zinsser, K., **Curby, T.W.**, Main, C., Park, C., & Skourletos, J. (2023, March) Changes in observed and self-reported emotion-focused teaching in response to coaching early childhood educators. In B. Hatfield's *Coaching programs in ECE to improve effective teaching: Variations in implementation.* Paper Symposium presented at the Biennial Meeting of the Society for Research in Child Development, Salt Lake City, Utah

Fatahi, N.*, Park, C., **Curby, T. W.**, Zinsser, K., M., & Gordon, R. (2022, April). *Promoting preschoolers' emotion expression, regulation, and learning behaviors through emotion-focused teaching.* Paper presented the American Educational Research Association, San Diego, CA.

Loomis, A., **Curby, T. W.**, & Zinsser, K. M. (2022, April). *Beyond the behavior: Teachers' trauma informed attitudes mitigate expulsion risk among uninhibited preschoolers.* Paper presented the American Educational Research Association, San Diego, CA.

- Park, C. E., Fatahi, N.*, Torres, L., Southall, T., Banzer, D., Main, C., Zinsser, K. M., **Curby, T. W.**, Ponce, E. D., Sheridan, K., & Parker, M. (2021, January). *Strengthening the early education workforce: Evaluation of teacher experiences in an Alternative Licensure Program*. Symposium presented at the annual College of Education Research Day at University of Illinois, Chicago.
- Howard, K. A. S., Worrell, F., **Curby, T. W.**, Subotnik, R. F., & Khalid, M. (2021, July). *Top 20 Principles from Psychology for PreK-12 Teaching and Learning*. Presentation at the International Congress of Psychology. Prague, Czech Republic.
- De Feyter, J., Parada, M.*, Hartman, S., **Curby, T. W.**, & Winsler, A. (2020, December). *Holding on: First generation advantage and the immigrant paradox in early schooling outcomes*. Paper presentation submitted to the SRCD special topic meeting: "Construction of the 'Other.'" Rio Grande, Puerto Rico.
- Curby, T. W.**, Zinsser, K., Gordon, R., Peng, F., An, X., & Ponce, E. (2020, June). *Domains of observed emotion teaching and children's classroom outcomes*. In K. Zinsser's (chair), "Measuring and attending to teacher and child social-emotional health and development." Symposium accepted for the biennial conference of the National Research Conference on Early Childhood (NRCEC), Arlington, VA. (Conference Canceled)
- Zinsser, K., **Curby, T. W.**, Gordon, R. A., Ponce, E. T., & Peng, F. (2020, Apr 17 - 21) The Emotion Teaching Rating Scale: An Observational Measure for Research and Practice in **T. W. Curby's** (Chair) symposium *Using Measurement to Improve Social and Emotional Instruction in Preschool*. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/syp3vly> (Conference Canceled)
- Curby, T. W.** (2020, April). Chair of symposium *Using Measurement to Improve Social and Emotional Instruction in Preschool*. American Educational Research Association's Annual Meeting. San Francisco, CA. (Conference canceled)
- Zinsser, K. M., & **Curby, T. W.** (2019, October). Observing emotion teaching practices with the EMOTERS. In *Teacher perspectives and SEL*. Symposium at the Social and Emotional Learning Exchange. Chicago, IL.
- Byrne, C.E.*, Wonderlich, J.A.*, **Curby, T. W.**, Fisher, S., Lock, J., & Le Grange, D. (2018, April). *Using bivariate latent basis growth curve analysis to better understand treatment outcomes in youth with anorexia nervosa*. Paper presentation at the International Conference on Eating Disorders in Chicago, IL.
- Curby, T. W.**, Trujillo, M., & Zinsser, K. M. (2018, April). Creating an observational measure of social-emotional teaching in early childhood. In K. Zinsser's (chair) *Measuring Social-Emotional Teaching and Learning in Early Childhood Classrooms*. Paper symposium presented at the American Educational Research Association's annual meeting.
- Curby, T. W.** (Chair). (2017, August). *High Five - Helping families assess child care environments using psychological science and practice*. Paper symposium presented at the annual American Psychological Association convention. Washington, DC.
- Curby, T. W.**, & Berke, E. (2016, April). *Kindergarten teacher perceptions of kindergarten readiness: The importance of social-emotional skills*. Paper presented at a roundtable of the American Educational Research Association, Washington, DC.
- Curby, T. W.** (2015, October). *The kindergarten teacher survey*. APA Education Leadership Conference. Washington, DC.
- Esposito-Smythers, C., Hadley, W., Brown, L.K., & **Curby, T. W.** (2015, October). The development of a suicide, alcohol, and HIV prevention program for teens in mental health treatment. In C. Esposito-Smythers (Chair), *Adapting interventions for suicidal youth: Consideration of*

- comorbidity, culture, and setting*. Symposium presented at the International Summit on Suicide Research, New York. NY.
- Fettig, N., Howarth, G., **Curby, T. W.**, Denham, & Watanabe, N. (2015, March). The importance of early childhood temperament and parenting: Bi-directional models of parenting and child externalizing behaviors. In M. Barnett (Chair), *Longitudinal parent-child behavioral transactions: Moderation by family, mother and child characteristics*. Paper symposium presented at the Society for Research in Child Development Biennial Meeting, Philadelphia, PA.
- Winsler, A., **Curby, T. W.**, Kim, Y. K., & De Feyter, J. J. (2015, May). Bidirectional Relations between Early Childhood Bilingualism and Academic, Behavioral, and Social Competence among Low-Income, Immigrant, English Language Learners in the U.S. In A. De Houwer (Chair), *Early bilingual development and well-being: Insights from a new subfield of research*. Symposium submitted for presentation at the 10th International Symposium on Bilingualism. New Brunswick, New Jersey.
- Esposito-Smythers, C., Hadley, W., Brown, L.K., **Curby, T. W.**, Short, J., Weismore, J., Miller, A., Schaefer, K., MacNeil, L., & Perloe, A. (2014, June). Alcohol, suicide, and HIV prevention for teens in mental health treatment: Preliminary results of a clinical trial. In C. Esposito-Smythers (Chair), *Socially based brief interventions for adolescents and emerging adults: Outcomes and mechanisms of change*. Symposium conducted at the annual meeting of the Research Society on Alcoholism, Seattle, WA.
- Bailey C. S.*, Zinsser K. M., Fettig, N. B.*, Howarth, G. Z., Bassett, H. H., Denham S. A., Garner, P. W., & **Curby T. W.** (2014, April). *Enhancing teacher-child interactions: Teachers as socializers of children's emotional competence*. Education Workshop presented at the 41st Annual National Head Start Association Conference and Expo, Long Beach, CA.
- Zinsser, K. M., Denham, S., & **Curby, T. W.** (2014, April) *"Practice what you preach" Connecting teachers' emotional competence to their support of children's emotional development*. In D. A. Osher (chair), *A Is for Adult Social and emotional learning: Supporting educator practices*. Paper presented at the American Educational Research Association Annual Meeting, Philadelphia, PA.
- Curby, T. W.** (2013, September). [Discussant]. In W. Murrah (chair), *The evolution and evaluation of a play-based, after-school curriculum that improves executive function, visuo-spatial and math skills for disadvantaged children*. Paper symposium at the Fall Meeting of the Society for Research on Educational Effectiveness.
- Carlson, A. G., Kim, H., & **Curby, T. W.** (2013, September). Kindergarten fine motor skills and executive function predict growth in academic achievement. In Hulleman, C. S. (chair), *Conceptualizing and measuring capacities beyond achievement: Research across the school years*. Paper symposium at the Fall Meeting of the Society for Research on Educational Effectiveness.
- Zinsser, K. M.*, Denham, S. D., & **Curby, T. W.** (2013, April). *Connecting teachers' effective emotional classroom practices to their beliefs about emotions*. National Head Start Research Symposium, Washington, DC.
- Curby, T. W.** (2013, April). [Discussant]. In R. Gordon (chair), *New insights into early care and education quality and child development: Profiles of care and domain-specific aspects of quality*. Paper symposium presented at the Society for Research in Child Development Biennial Meeting, Seattle, WA. #1520206
- Curby, T. W.**, Downer, J. T., & Booren, L. (2013, April). Behavioral exchanges between teachers' supports and children's engagement over the course of a typical preschool day. In A. Williford

- (chair), *The Interplay Between Young Children and Teachers: Teacher-Child Relationships, Teacher Practice, and Children's Engagement*. Paper symposium presented at the Society for Research in Child Development Biennial Meeting, Seattle, WA. #1528840
- Baroody, A., Rimm-Kaufman, S. E., Larsen, R., & **Curby, T. W.** (2013, April). *The role of fidelity in fifth-grade student-teacher relationship quality within the context of a Responsive Classroom intervention*. In J. Swanson (chair), closeness and conflict in the student-teacher relationship across primary grades: Complex processes and outcomes. Paper symposium presented at the Society for Research in Child Development Biennial Meeting, Seattle, WA. #1533206
- Rimm-Kaufman, S. E., Baroody, A. E., Larsen, R. A., **Curby, T. W.**, & Abry, T. (2013, April). The contribution of classroom social interactions and child attributes to fifth graders' experience of engagement in mathematics classrooms. In A. E. Baroody (chair), *What do children say about school? Using child-report data to understand students' experience of their classrooms*. Paper symposium presented at the Society for Research in Child Development Biennial Meeting, Seattle, WA. #1528194.
- Curby, T. W.** (2013, March).[Discussant]. In R. Jacob (chair), *Targeting executive function and self-regulation: New findings from pre-k and elementary school interventions*. Society for Research in Educational Effectiveness, Washington, DC.
- Rimm-Kaufman, S. E., **Curby, T. W.**, Baroody, A., Merritt, E., Abry, T. Ko, M., & Thomas, J. (2012, September). Efficacy of the Responsive Classroom Approach: Results from a Three Year, Longitudinal Randomized Control Trial. In Jones, N. (Chair), *Data driven policy: The importance of social and emotional learning on student outcomes across levels*. Fall meeting of the Society for Research on Educational Effectiveness, Washington, DC.
- Rimm-Kaufman, S. E., **Curby, T. W.**, & Abry, T. (2012, April). Do specific practices from the Responsive Classroom approach predict quality of teacher-student interactions? Paper presented at a roundtable of the American Educational Research Association, Vancouver, BC, Canada.
- De Feyter, J. J.*, Winsler, A., & **Curby, T. W.** (2012, February). School readiness, early achievement, and the role of English language proficiency for children in low-income immigrant families. In, *Promoting language and literacy development among young children*. Society for Research in Child Development Themed Meeting: Positive Development of Minority Children, Tampa, FL.
- De Feyter, J.J.*, Winsler, A., **Curby, T. W.**, Kim, Y.K.*, & Hutchison, L.H.* (2010, September). *Paradoxical patterns in the early school trajectories of newcomer children in Miami*. Paper presented at the international conference, "On New Shores: Understanding Immigrant Children." Guelph, ON, CA.
- Curby, T. W.**, Rudasill, K. M., & Edwards, T.* (2010, April). *The role of classroom quality in ameliorating the risk associated with difficult temperament*. Conference on Human Development. New York, NY.
- Kidd, J.K., Pasnak, R., **Curby, T. W.**, Ferhat, C.B.*, Gadzichowski, K.M.*, Gallington, D.A., & Machado, J. (2010, March). *Cognitive underpinnings of preschool literacy and numeracy*. Society for Research on Educational Effectiveness. Washington, D.C.
- Curby, T. W.**, Rimm-Kaufman, S.E., & Ponitz, C.C. (2009, April). Teacher-child interactions and growth in achievement in kindergarten and first grade children. In E. O'Connor & K.L. Bub (Chairs), *Classroom supports and children's social, behavioral and academic outcomes across three prospective longitudinal studies*. Society for Research in Child Development Biennial Meeting, Denver, CO.
- Grimm, K., **Curby, T. W.**, Pianta, R. C., Mashburn, A. J., Downer, J., Chomat-Mooney, L., & Hamre,

- B. (2008, March). Partitioning variance associated with classroom observations. In, *Examining issues of reliability and validity in the measurement of classroom processes*. Annual meeting of the American Educational Research Association, New York, NY.
- Mashburn, A. J., **Curby, T. W.**, Pianta, R., Chomat-Mooney, L., Grimm, K., Downer, J., & Hamre, B. (2008, March) Efficient sampling of classroom-level processes. In, *Examining issues of reliability and validity in the measurement of classroom processes*. Annual meeting of the American Educational Research Association, New York, NY.
- Downer, J., Chomat-Mooney, L., Pianta, R. C., Grimm, K., Mashburn, A. J., **Curby, T. W.**, Hamre, B., & Rimm-Kaufman, S. E. (2008, March). Concurrent and predictive validity of classroom observations and other setting-level measures. In, *Examining issues of reliability and validity in the measurement of classroom processes*. Annual meeting of the American Educational Research Association, New York, NY.
- Curby, T. W.**, Cameron Ponitz, C., Rimm-Kaufman, S. E., & Grimm, K. (2008, March) *How kindergarten classroom quality translates into reading achievement: The critical role of student engagement*. American Educational Research Association, New York, NY.
- Chomat-Mooney, L. I., Hamre, B. K., Pianta, R. C., Downer, J., Aber, J. L., Brown, J. L., Jones, S. M., Rimm-Kaufman, S., & **Curby, T. W.** (2007, June). Standardized observations of classroom settings: An introduction to the Classroom Assessment Scoring System. In J. L. Brown (Chair), *Targeting social settings to advance prevention and developmental science*. Symposium conducted at the biennial meeting of the Society for Community Research and Action, Pasadena, CA.
- Rimm-Kaufman, S.E., **Curby, T. W.**, Grimm, K.J., Nathanson, L., & Brock, L.L. (2007, April). The relative contribution of children's self-regulatory abilities and classroom quality in predicting engagement in kindergarten. In C. Li-Grining (Chair), *Views from the field: Studying young children's self-regulation in socioeconomic and educational contexts*. Symposium conducted at the meeting of the Society for Research in Child Development. Boston, MA.

WORKSHOPS

- Curby, T. W.** (2022, March). *Emotion-Focused Teaching in Early Childhood*. Annandale Christian Community for Action (ACCA) Child Development Center.
- Curby, T. W.** (2020, July) *The Top 20 Principles of Teaching and Learning: The Power of Social Context, Relationships, and Belonging to Achievement*. Delaware SEL Collaborative. [online]
- Curby, T. W.**, Troxler, J. R., & Roth, A. (2018, March). *Connecting teacher practices to children's emotional competence*. 2018 VAAEYC Annual Conference, Fredericksburg, VA.
- Zinsser, K., & **Curby, T. W.** (2017, May). *Connecting teacher practices to children's emotional competence*. Workshop presented at the Leadership Connections Conference of the McCormick Center for Early Childhood Leadership, Chicago, IL.

POSTER PRESENTATIONS

- Casey, E.G.*, **Curby, T.W.**, Zinsser, K.M., & Lin, H.* (2023, March) *Iterative development of an observational tool assessing emotion-focused teaching*. Poster Presented at the Biennial meeting of the Society for Research in Child Development, Salt Lake City, UT.
- Skourletos, J., Zinsser, K., **Curby, T.W.**, Main, C. & Vesga, N., (2023, March). *Workplace wellbeing: The relationship between early childhood administrators' perceptions of their role and job satisfaction*. Poster Presented at the Biennial meeting of the Society for Research in Child Development, Salt Lake City, UT.

- Casey, E.*, **Curby, T. W.**, Zinsser, K.M., Gordon, R., Moberg, S., Castillo-Guerra, K., & Koeplin, N. (2022, June). *Preschool mealtimes are underutilized opportunities to support emotional development through emotion-focused teaching*. Poster presented at the National Research Conference on Early Childhood, Arlington, VA.
nrcec2022.ipostersessions.com/Default.aspx?s=7F-20-98-D1-51-C2-74-D6-89-10-37-7D-EB-7E-4C-57
- Estrada, M., Jackson, V., Moberg, S., Zinsser, K., **Curby, T. W.**, & Gordon, R., (2022, June). *Which approach facilitates greater emotion-focused teaching in preschool classrooms: SEL Book Readings or SEL Lessons?* Poster presented to the National Research Conference on Early Childhood Education. Arlington Virginia, June 26-7, 2022.
nrcec2022.ipostersessions.com/Default.aspx?s=B3-DF-50-4A-67-D3-9A-FE-1E-90-5B-60-BF-06-2E-37
- Fatahi, N.*, **Curby, T. W.**, Lin, H., Zinsser, K. M., & Main, C. (2022, June). *Profile analysis of teachers' engagement in emotion-focused teaching practices and classroom quality*. Poster presented at the National Research Conference on Early Childhood, Arlington, VA.
nrcec2022.ipostersessions.com/Default.aspx?s=A9-81-42-BE-50-82-C9-A5-5A-17-3A-59-F7-EA-B2-A4
- Park, C. E., Skourletos, J., Zinsser, K. M., & **Curby, T. W.** (2022, June) *Forming coach-teacher alliance during coaching on emotion-focused teaching: A closer look at coaching in an Alternative Licensure Program*. Poster presented at the National Research Conference on Early Childhood, Arlington, VA. nrcec2022.ipostersessions.com/Default.aspx?s=0D-A5-6A-C9-E4-82-B3-BB-C0-7D-AC-03-18-06-9D-ED
- Skourletos, J., Torres, L., **Curby, T. W.**, Zinsser, K., Vesga, N., & Main, C. (2022, June) *Associations between early childhood program level characteristics and teachers' perceptions of job satisfaction and teaching efficacy*. Poster presented at the National Research Conference on Early Childhood. Arlington VA. nrcec2022.ipostersessions.com/Default.aspx?s=D1-64-76-BB-FB-F7-B1-CE-C6-C2-E6-6B-75-2F-0C-15
- Zinsser, K. M., **Curby, T. W.**, Gordon, R. A., & Moberg, S. (2022, June). *Emotion-focused teaching throughout the day*. Poster presented at the National Research Conference on Early Childhood, Arlington, VA. nrcec2022.ipostersessions.com/Default.aspx?s=49-F2-C4-C4-80-27-35-6F-55-51-34-C3-B8-7F-00-88
- Fatahi, N.*, **Curby, T.**, Zinsser, K., Gordon, R., Peng, F., Cooke, A., & Halberstadt, A. (2020, June). *Preschool teachers' emotion recognition and its influence on emotion teaching inside classrooms*. Poster accepted for the biennial conference of the National Research Conference on Early Childhood, Arlington, VA. [conference cancelled due to COVID19]
- Zinsser, K. M., **Curby, T. W.**, Gordon, R., Peng, F., & Ponce, E. (2020, January) *Measuring the teaching of emotion skills to facilitate teacher & student growth*. Poster presented at the Annual Principal Investigators Meeting of the Institute for Education Sciences, Washington, D.C.
- Estrada, M., Ponce, T., Zinsser, K. M., & **Curby, T. W.** (2019, July). *Social-emotional teaching during story book reading*. Poster Presentation at Florida International University McNair Conference. Miami, Florida
- An, X.*, **Curby, T. W.**, & Xie, Q.* (2019, May). *Chinese teachers' perceptions of early childhood readiness*. Poster presented at the Association for Psychological Science Annual Convention. Washington, DC.
- Troxler, J. R.*, Roth, A.*, Silver, C., An, X.*, Ponce, E. D., Gordon, R., Zinsser, K. M., & **Curby, T. W.** (2018, June). *Development of and Initial Results from the EMotion TEaching Rating Scale*

- (*EMOTERS*). Poster presented at the National Research Conference on Early Childhood in Arlington, VA.
- Harris, D., Silver, H.C., Ponce, E. D., Zinsser, K.M., & **Curby, T. W.** (2018, April). *Early childhood professionals' conceptualizations of emotional competence*. Poster presented at the American Education Research Association annual meeting in New York, NY.
- Zinsser, K. M., **Curby, T. W.**, & Gordon, R. (2018, January). *Can observers reliably rate teachers' behaviors that promote children's emotional development?* Poster presented at the Institute of Education Sciences Principal Investigators Meeting. Arlington, VA.
- Stillerova, L. *, Tavassolie, T. *, **Curby, T. W.**, & Brock, L. L. (2017, August). *How negative climate in first grade classrooms affects student-teacher relationships*. Poster presented at the annual American Psychological Association convention. Washington, DC.
- Troxler, J. R. *, Roth, A. *, & **Curby, T. W.** (2017, May). *The relation between teacher-child relationships and social-emotional skills decreases in middle childhood*. Poster presented at the annual meeting of the Association for Psychological Science. Boston, MA.
- Curby, T. W.**, Berke, E., Alfonso, V., Blake, J., DeMarie, D., DuPaul, G. J., Flores, R., Hess, R. S., Howard, K., Lepore, J. C. C., & Subotnik, R. F. (2017, April). *Transition practices into kindergarten and the barriers teachers encounter*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Austin, TX.
- Berke, E. *, **Curby, T. W.**, & the APA Coalition for Psychology in Schools and Education (2016, August). *Children with special needs in the kindergarten classroom*. Poster presented at the Annual Meeting of the American Psychological Association, Denver, CO.
- Jones, N.M., Kitsantas, A., **Curby, T. W.**, Bauer, S., & Van Lare, M.D. (2016, August). *Predicting teacher quality using personality and professional learning community quality*. Poster presented at the Annual Meeting of the American Psychological Association, Denver, CO.
- Abry, T., Rimm-Kaufman, S. E., & **Curby, T. W.** (2016, May). *Are All Program Components Created Equal? Relations between specific Responsive Classroom practices and teacher-student interaction quality*. Poster presented at the Society for Prevention Research Annual Meeting, San Francisco, CA.
- An, X., Ullrich R., & **Curby, T. W.** (2016, July). *Teacher-Student Relationships and Child Behaviors: Comparisons between Children with and without Disabilities*. Poster presented at The Administration for Children and Families' (ACF) National Research Conference on Early Childhood, Washington, DC.
- Ferrier, D., Plourde, S., Denham, S., **Curby, T. W.**, Bassett, H., & Bailey, C. (2015, March). *The emotional classroom: Interactions of socializing agents predicting future emotionality and executive function*. Poster presented at the Society for Research in Child Development Biennial Meeting, Philadelphia, PA, #959974.
- Banase, H., **Curby, T. W.**, Palacios, N., & Rimm-Kaufman, S. E. (2015, March). *Longitudinal relations between domain-neutral and domain-specific instructional practices in fifth-grade mathematics classrooms*. Poster presented at the Society for Research in Child Development Biennial Meeting, Philadelphia, PA, #954264.
- Baroody, A., Rimm-Kaufman, S. E., Larsen, R., & **Curby, T. W.** (2015, March). *Contributions of three student engagement measures on fifth grade students' social competence and achievement in math class*. Poster presented at the Society for Research in Child Development Biennial Meeting, Philadelphia, PA, #948929.
- Bassett, H., Fetting, N., Denham, S., **Curby, T. W.**, Mohtasham, M., & Austin, N. (2015, March). *Temperament in the classroom: Children low in surgency are more susceptible to the teachers' reactions to emotions*. Poster presented at the Society for Research in Child Development

- Biennial Meeting, Philadelphia, PA, #959731.
- Howarth, G. Z., **Curby, T. W.**, Fettig, N. B., Denham, S. A., & Bassett, H. H. (2015, March). *Emotion knowledge reduces the likelihood of negative reactions to frustration in preschool classrooms*. Poster presented at the Society for Research in Child Development Biennial Meeting, Philadelphia, PA, #962165.
- Plourde, S. N.*, **Curby, T. W.**, Bassett, H. H., & Denham, S. D. (2014, October). *The relation between the classroom environment and teacher-student emotional interactions*. Poster to be presented at the 2014 Advances in Educational Psychology Conference, Fairfax, VA.
- Thibodeaux, J.*, Winsler, A., & **Curby, T. W.** (2014, October) *Are college students feeling motivated? Growth in goal orientation and GPA*. Poster to be presented at the 2014 Advances in Educational Psychology Conference, Fairfax, VA.
- An, X.*, Rojahn, J., & **Curby, T. W.** (2014, August). *Problem behaviors among Chinese individuals at risk of intellectual disabilities evaluated by the Chinese version of the Behavior Problems Inventory-01*. Poster presented at the 2014 Convention of the American Psychological Association, Washington, DC.
- Watanabe, N.* Fettig, N. B.*, Howarth, G. Z.*, Ferrier, D. E.*, Denham, S. A., Bassett, H. H., & **Curby, T. W.** (2014, August). *Interplay among preschoolers' temperament, emotion regulation, and parent-child dysfunction*. Poster presented at the 2014 Convention of the American Psychological Association, Washington, DC.
- Plourde, S. N.*, Herndon, K. H.*, Denham, S. A., & **Curby, T. W.** (2014, August). *Teacher socialization of toddler peer emotional interactions*. Poster presented at the 2014 Convention of the American Psychological Association, Washington, DC.
- Denham, S. A., Bassett, H. H., Zinsler, K., Bailey, C.*, Plourde, S.*, & **Curby, T. W.** (2014, July). *Teachers contribute to preschoolers' emotional competence*. Poster (#T133) to be presented at Head Start's 12th National Research Conference, Washington, DC.
- Fettig, N. B.*, Ferrier, D. F.*, Howarth, G. Z.*, Watanabe, N.*, Ullrich, R. S.*, Bailey C. S.*, Denham, S. A., & **Curby, T. W.** (2014, July). *Children struggling to regulate their emotions are more adjusted to school when teachers are consistent in their emotional support*. Poster (T135) presented at Head Start's 12th National Research Conference, Washington, DC.
- Ullrich, R. S.*, & **Curby, T. W.** (2014, July). *Student-teacher relationship quality: Does special education status matter?* Poster presented at Head Start's 12th National Research Conference, Washington, DC.
- Curby, T. W.**, Bassett, H. H., Denham, S. A., Ullrich, R., Jones, N. M., Davidson-Palmer, A., & Spencer, E. (2014, July). *Classroom emotional support and children's development of emotion knowledge and social problem solving*. Poster (#T134) presented at Head Start's 12th National Research Conference, Washington, DC.
- Zinsler, K. M., Denham, S.A., **Curby, T. W.**, & Chazan-Cohen, R. (2014, July). *Early Childhood Directors as Socializers of Center Emotional Climate*. Poster presented at Head Start's 12th National Research Conference, Washington, DC.
- Watanabe, N.*, Fettig, N. B.*, Howarth, G. Z.*, Ferrier, D. E.*, Denham, S. A., Bassett, H. H., & **Curby, T. W.** (2013, August). *Interplay Among Preschoolers' Temperament, Emotion Regulation, and Parent-Child Dysfunction*. Poster presented at the Annual Convention of the American Psychological Association, Washington, D.C.
- Howarth, G. Z.*, **Curby, T. W.**, & Denham, S. A. (2014, March). *The effects of temperament and emotion knowledge on predicting reactions to frustration in preschool classrooms*. Poster presented at the Society for Research in Human Development Biennial Conference, Austin.
- Zinsler, K. M., **Curby, T. W.**, & Denham, S. A. (2014, July). *Understanding Preschool Teachers'*

- Emotional Support as a Function of Center Climate*. Poster presented at Head Start's 12th National Research Conference, Washington, DC.
- Perloe, A.*, Esposito-Smythers, C., **Curby, T. W.**, & Renshaw, K. (2013, Nov.). *Concurrent trajectories of change in adolescent and maternal depression in the TORDIA study*. Poster presented at the annual meeting of the Association of Behavioral and Cognitive Therapy, Nashville, TN.
- Rowe, E., **Curby, T. W.**, & Kim, H. (2013, August). *Variance in teacher ratings of children's adjustment*. Poster presented at the American Psychological Association Annual Meeting, Honolulu, HI.
- Curby, T. W.**, Rimm-Kaufman, S. E., & Abry, T. (2013, March). *Do emotional support and classroom organization earlier in the year set the stage for higher quality instruction?* Poster presented at the Society for Research in Educational Effectiveness Spring 2013 meeting.
- Bailey, C. S.*, Carlson, A. G.*, Brock, L. L., **Curby, T. W.**, & Locasale-Crouch, J. (2013, April). *Teacher beliefs and consistency in emotional support: Differences among novice, middle-career, and late-career teachers*. In B. Hamre (chair), *Effective Teacher-Child Interactions: The Role of Teacher Psychological Processes, Demographics, and Context* Student poster symposium presented at the Society for Research in Child Development Biennial Meeting, Seattle, WA. #1532452
- Bailey, C. S.*, Denham, S. A., & **Curby, T. W.** (2013, April). *Going beyond global ratings of Emotional Support: Identifying teachers' emotion socialization practices and children's positive emotions*. Poster presented at the Society for Research in Child Development Biennial Meeting, Seattle, WA. #1524979
- Carlson, A.*, Rowe, E., & **Curby, T. W.** (2013, April). *Disentangling fine motor skills' relation to academic achievement: The relative contributions of visual-spatial integration and visual-motor coordination*. Poster presented at the Society for Research in Child Development Biennial Meeting, Seattle, WA. #1531108
- Fettig, N. B.*, Howarth, G. Z.*, **Curby, T. W.**, Bell, M.A. (2013, April). *Infant EEG asymmetry predicts Toddler Soothability*. Poster presented at the Society for Research in Child Development Biennial Meeting, Seattle, WA. #1516641
- Howarth, G. Z.*, Fettig, N. B.*, **Curby, T. W.**, & Bell, M. A. (2013, April). *EEG asymmetry and surgency across infancy and early childhood*. Poster presented at the Society for Research on Child Development Biennial Meeting, Seattle, WA. #1519812
- Kim, H.*, & **Curby, T. W.** (2013, April). *Comparisons of the relative contributions of early fine motor and attention skills on changes in academic achievement*. Poster presented at the Society for Research in Child Development Biennial Meeting, Seattle, WA. #1523384
- Shear, M., Chazan-Cohen, R., **Curby, T. W.**, McKnight, P., & Ramirez, R. (2013, April). *The role of parents in adolescents experiences in victimization*. Poster presented at the Society for Research in Child Development Biennial Meeting, Seattle, WA.
- Shewark, E. A.*, & **Curby, T. W.** (2013, April). *The relation between interparental conflict and child emotion reactivity on family emotion expression*. Poster presented at the Society for Research in Child Development Biennial Meeting, Seattle, WA. #1529411
- Sullivan, K.*, de Silva, A.*, Plourde, S. N.*, Denham, S.A., & **Curby, T.** (2013, April). *The influence of child age on early childhood teachers' modeling of emotions*. Poster presented at the Society for Research in Child Development Biennial Meeting, Seattle, WA. #1527526
- Zinsser, K.*, Shewark, E., Denham, S.A., & **Curby, T.W.** (2013, April). *A mixed-method examination of preschool teacher beliefs about emotion socialization and relations to observed emotional support*. Poster presented at the Society for Research on Child Development Biennial Meeting,

Seattle, WA. #1516182

- Curby, T. W.**, Downer, J. T., & Booren, L. (2012, June). *The influence of classrooms on children and children on classrooms: Testing bidirectional associations during a typical day of preschool*. Poster presented at the National Head Start Research Conference, Washington, DC.
- Kim, H.*, **Curby, T. W.**, Bader-Tables, R., Dolores, M., & Winsler, A. (2012, June). *Concurrent and longitudinal links between motor, social, and cognitive skills in preschool children with disabilities*. Poster presented at the National Head Start Research Conference, Washington, DC.
- Bailey, C.S.*, Carlson, A.G.*, Brock, L.L., **Curby, T. W.**, & Locasale-Crouch, J. (2012, March). *Predictors of teacher consistency in emotional support differ based on years of experience*. Poster presented at the Eastern Psychological Association meeting, Pittsburg, PA.
- Shewark, E.A.*, Denham, S.A., Bassett, H.H., **Curby, T. W.**, & Cohen, R.C. (2012, March). *Learning forgiveness: The influence of interparental conflict on child forgiveness*. Poster presented at the Conference on Religion and Spirituality, Columbia, MD.
- Zinsser, K.*, Bailey, C.*, **Curby, T. W.**, Denham, S., Bassett, H., & Morris, C. (2012, June). *Differences between head start and private preschool in teacher job demands, emotional support, and child behavior*. Poster presented at the National Head Start Research Conference, Washington, DC.
- Carlson, A.G.*, Winsler, A., & **Curby, T. W.** (2012, February). *Pre-K fine motor skills predict third and fourth grade achievement for low-income, ethnically diverse children*. Poster presented at the Society for Research in Child Development Themed Meeting: Positive Development of Minority Children, Tampa, Florida.
- Curby, T. W.** (2011, June). *The Student Classroom Experiences Survey: Within- and between- class differences in instructional support, classroom organization, and emotional support*. Eastern Conference on the Teaching of Psychology, Harrisonburg, VA.
- Zinsser, K.*, Winsler, A., & **Curby, T. W.** (2011, May). *Experiencing variability in child care quality and maternal sensitivity*. American Psychological Society Annual Meeting, Washington, DC.
- Curby, T. W.**, & Brock, L.L. (2011, April). *Preschool teachers' emotional consistency and relationships with children: Relations to social competence and problem behaviors*. Society for Research on Child Development Biennial Meeting, Montreal, Quebec, Canada.
- Brock, L. L., & **Curby, T. W.** (2011, April). *Children's adaptability and teacher's emotional consistency: Achievement, social skills, and emotional reactivity in third grade*. Society for Research on Child Development Biennial Meeting, Montreal, Quebec, Canada.
- Zinsser, K.*, Denham, S., & **Curby, T. W.** (2011, April). *Change in negative affect and reaction to frustration across preschool*. Society for Research on Child Development Biennial Meeting, Montreal, Quebec, Canada.
- Carlson, A. G. *, & **Curby, T. W.** (2011, April). *The effects of early emotional reactivity on 5th grade academic and cognitive outcomes*. Society for Research in Child Development Biennial Meeting, Montreal, Quebec, Canada.
- Curby, T. W.**, Brock, L.L., & Hamre, B.K. (2011, March). *Variability in preschool teachers' interactions with children as a predictor of children's development*. Society for Research on Educational Effectiveness, Washington, DC.
- Curby, T. W.**, & Bailey, C.* (2010, June). *The Student Classroom Experiences Survey: Measuring quality teacher-student interactions in psychology classes*. Eastern Conference on the Teaching of Psychology, Harrisonburg, VA.
- Carlson, A. *, Zinsser, K. *, & **Curby, T.W.** (2010, April). *An examination of sources of influence within school environments and their effects on children's academic and emotional outcomes*.

- Conference on Human Development. New York, NY.
- Zoller [Howarth], G.E., **Curby, T.W.**, Brock, L., Ponitz, C.C., & Rimm-Kaufman, S.E. (2009, April). *Profiles of first graders' shyness and self-control: Relations to their academic engagement and peer relationships*. Society for Research in Child Development Biennial Meeting, Denver, CO.
- Curby, T. W.**, Rimm-Kaufman, S. E., & Ponitz, C. C. (2008, June). *Teacher-child interactions and children's achievement trajectories: Does it make a difference where they start?* Institute of Education Sciences Research Conference, Washington, DC.
- Luckner, A. E., & **Curby, T. W.** (2008, June). *Peer experiences and their differential relations with social, emotional, and academic adjustment*. Institute of Education Sciences Research Conference, Washington, D.C.
- Curby, T. W.**, & Grimm, K.J. (2007, June). *Stability and change in teacher-child interactions during the start of the day in pre-kindergarten*. Institute of Education Sciences Research Conference, Washington, DC.
- Curby, T. W.**, LoCasale-Crouch, J., Konold, T. R., Pianta, R., Howes, C., Burchinal, M., Bryant, D., Clifford, R., Early, D., & Barbarin, O. (2007, June). *Pre-kindergarteners academic gains and social outcomes based on observed classroom quality profiles*. Institute of Education Sciences Research Conference, Washington, DC.
- Curby, T. W.**, Rudasill, K. M., Rimm-Kaufman, S. E., & Konold, T. R. (2007, March). *The role of social competence in predicting gifted enrollment*. Society for Research in Child Development Biennial Meeting, Boston, MA.
- Brock, L., Rimm-Kaufman, S. E., & **Curby, T. W.** (2006, June). *The relation between children's self-regulatory abilities, family processes, and child attributes*. Head Start National Research Conference, Washington, DC.

ADVISING

3/14/2017 - 3/15/2017 Expert Panel Member: ECE Quality Measures Review. *Child Trends*

AWARDS

- 2013 Travel award from the Inter-university Consortium for Political and Social Research (ICPSR) for training on Child Care & Early Education Research Connections
- 2011, 2012 Nominee for the Excellence in Teaching Award, George Mason University
- 2009 *School Psychology Review* Article of the Year Award for: Ponitz, Rimm-Kaufman, Grimm, & Curby. Kindergarten classroom quality, behavioral engagement, and reading achievement.
- 2007 Outstanding Doctoral Student, Curry School of Education, University of Virginia
- 2006-2008 University of Virginia Fellow, Interdisciplinary Doctoral Training Program in Education Sciences, Institute of Education Sciences (IES)

RESEARCH TRAINING

- Individualized Classroom Assessment Scoring System*. September 2019. George Mason University
- Coordinated Data Analysis: Maximizing Early Care and Education Data*, July 2013. University of Michigan Inter-university Consortium for Political and Social Research
- Classroom Assessment Scoring System - Secondary*, May 2008. University of Virginia
- Quasi-Experimental Design and Analysis in Education Workshop*, August 2007. Northwestern University.
- Classroom Assessment Scoring System - Train the Trainers*, September 2007. University of Virginia.
- Classroom Assessment Scoring System - Pre-K*, April 2007. University of Virginia.

Analysis of Data Using NAEP and ECLS-K, May 2007. University of Virginia.
Analysis of Data Using the NICHD Database, October 2006. University of Virginia
Longitudinal Data Analysis Using Structural Equation Modeling, August 2006. University of Virginia
Hierarchical Linear Models for Studying the Effects of Schools, May 2005. University of Virginia

TEACHING EXPERIENCE

GEORGE MASON UNIVERSITY - Fairfax, VA

Instructor: PSYC 211 Developmental Psychology

Instructor: PSYC 313 Child Development

Instructor: PSYC 461/566 Cognitive and Perceptual Development

Instructor: PSYC 646 Longitudinal Data Analysis

Instructor: PSYC 704 Lifespan Development

Instructor: PSYC 756 Multivariate Statistics

UNIVERSITY LIGGETT SCHOOL - Grosse Pointe, MI

Teacher: Biology; Anatomy & Physiology

SERVICE

DEPARTMENTAL

Chair, Psychology Department Quantitative Committee, 2018-present

Faculty Sponsor, Applied Developmental Psychology Student Group, 2018-present

Member, Psychology Department Graduate Committee, 2015 - present

Member, Psychology Department Long-Range Planning Committee, 2011-present

Member, Fact-Finding Committee for Dr. Olga Kornienko's Tenure, 2022

Member, Fact-Finding Committee for Dr. Sabine Doebel's Renewal, 2022

Member, Fact-Finding Committee for Phil Lee's Renewal, 2021.

Member, Fact-Finding Committee for Thalia Goldstein's Tenure, 2020.

Member, Fact-Finding Committee for Olga Kornienko's Renewal, 2019.

Member, Fact-Finding Committee for Thalia Goldstein's Renewal, 2019.

Chair, Applied Developmental Psychology Program Faculty Search Committee, 2018

Chair, Fact-Finding Committee Member for Eva Wiese's Promotion, 2018.

Chair, Applied Developmental Psychology Program Faculty Search Committee, 2016

Member, Psychology Clinic Steering Committee, 2014 - 2016

Psychology Department Quantitative Committee, 2008 - 2014

Applied Developmental Psychology Program Faculty Search Committee, 2012

Psychology Department Mentoring Committee, 2008 -2012

Psychology Department Life Committee, 2010-2012

COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

Senior Leadership Committee, 2016-2019

UNIVERSITY

Senator, Faculty Senate, 2022-2025.

Member, Admissions University Standing Committee, 2022 - present; Chair, 2019-2021.

Member, Associate Provost for Institutional Research and Assessment Search Committee, 2015

Member, Effective Teaching Committee, 2012- 2014

EDITORIAL

Associate Editor, *Developmental Psychology*, 2022-present.
Reviewer, Consulting Editor, *Early Childhood Research Quarterly*, 2009-2022.
Reviewer, Editorial Board, *Early Education and Development*, 2009-2021
Reviewer, Associate Editor, *School Psychology Review* 2015-2020
Editorial Board, Guest Editor, Reviewer *Journal of School Psychology*, 2011-2017
Reviewer, *The Elementary School Journal*, 2010-2020
Reviewer, *Journal of Educational Psychology*, 2015-2020
Reviewer, *Child Development*, 2010-2020
Reviewer, *Social Development*, 2015
Reviewer, *Emotion*, 2014
Reviewer, *Society for Research on Child Development's Special Topic Meeting: Strengthening Connections Among Child and Family Research, Policy and Practice*, Panel 3 - Cognitive, Language, and Academic Skills, 2013.
Reviewer, *Society for Research on Educational Effectiveness Meeting*, 2013
Reviewer, *Parenting: Science and Practice*, 2011
Reviewer, *Journal of Education for Students Placed at Risk*, 2011
Reviewer, *American Psychological Association Meeting*, Division 15 - Educational Psychology, 2010, 2011
Reviewer, *Society for Research on Child Development Biennial Meeting*, Panel 5, 2012; Panel 24, 2010
Reviewer, *Science*, 2010
Reviewer, *British Journal of Developmental Psychology*, 2008
Reviewer, *NHSA Dialog*, 2007

PROFESSIONAL

Division 7 Representative, Coalition for Psychology in Schools and Education, American Psychological Association, 2012-2021
Chair, Coalition for Psychology in Schools and Education, American Psychological Association, 2019-2020
Division 15 Representative, American Psychological Association Council, 2013 - 2016
Recording Secretary, Child, Adolescent, & Family Caucus, American Psychological Association Council, 2015-2016
Member, Division 15 Nominations Committee, American Psychological Association, 2012
Chair, Division 15 Social Media Committee, American Psychological Association, 2011

GRANT REVIEW

Ad-Hoc Reviewer, *Institute of Education Sciences, Early Intervention and Early Childhood Education Research*, February 2015
Ad-Hoc Reviewer, *National Science Foundation*, April 2009; October 2009

STUDENT COMMITTEE MEMBERSHIP

* denotes Curby was chair of the committee

DOCTORAL

Negar Fatahi*, 2023
Marissa Davila, 2022
Sarah Giff, 2022
Anna Defayette, 2022
Christen Park (University of Illinois - Chicago), 2022
Alex Moffett, 2021
Jordan Greenburg, 2021
Lauren Paige, 2020
Diane Lameira, 2020
Elpi Marchesini*, 2020
Mayra Parada, 2020
Laura Stokes*, 2020
Brittany Thompson, 2020
Xiaozhu An*, 2019
Jordan Daylor, 2019
Kaity Mumma, 2019
Alexa Roth*, 2019
J. Reba Troxler*, 2019
Ho Kwan Cheung, 2018
Andrea Mascitelli, 2018
Ally Patterson, 2018
Max Shear, 2018
Lucia Stillerova*, 2018
Tanya Tavassolie, 2018
Sarah Carter, 2017
Ivonne Figueroa, 2017
Elizabeth Berke*, 2016
Jameela Conway-Turner, 2016
David Ferrier, 2016
Kristi Herndon, 2016
Samantha Karalus, 2016
Jordan Thibodeaux, 2016
Sarah Campbell, 2015
Nicole Fettig, 2015
Sarah Klein, 2015
Alexandra Perloe, 2015
Diane Wagner, 2015
Naomi Watanabe, 2015
Craig Bailey, 2014
Grace Howarth, 2014
Nicole Jones, 2014
Julius Najab, 2014
Abby Carlson*, 2013
Katherine Zinsser, 2013
Kristen Medeiros, 2013
Deepti Gupta, 2012
Sara Kalb, 2012

Claire Cole, 2011
Caroline Boyer Ferhat, 2011
Chavaughn Brown, 2010
Jessica De Feyter, 2011
Yoon Kim, 2011
Daniel Zapp, 2011
Carol Morris, 2010

MASTERS

John Ciampa, 2023
Victor Ortiz Cortes, 2023
Peter Kakalec, 2022
Emma Gregory Casey*, 2022
Gabby Norvelle, 2022
Alenamie Alegrado, 2021
Nicole White, 2021
Kaylee Chulla, 2020
Brianna Francis, 2020
Jerry Mize, 2018
Laura Stokes, 2017
Mayra Parada, 2017
Kaity Mumma, 2016
Alex Moffett, 2016
Caitlin Hines, 2015
Tanya Tavassolie, 2015
Max Shear, MA 2014
Xiaozhu An, MA, 2014
Sammi Plourde, MA 2013
Noora Hamdan*, MA, 2013
Kristina Herndon, MA, 2013
Michael Widerman*, MA, 2013
Matthew Willis*, MA, 2013
Nicole Fettig MA, 2012
Helyn Kim*, MA, 2012
Rebekah LaRocque, MA, 2012
Alexandra Perloe, MA, 2012
Ashley Simpkins, MA, 2010
Erin Tarpey, MA, 2010
Katherine Zinsser, MA, 2010

Proposals Defended

Darian Stapleton

UNDERGRADUATE PSYCHOLOGY HONORS PROGRAM

Yara Abdulla*, 2023
Asuka Nuwere, 2023
Jordan Hassani, 2022

Elizabeth Lam*, 2020
Margaret Morison, 2018
Ihsan Shaikhly, 2018
Revital Bregman*, 2016
Natalie Williams*, 2015
Wisaam Nubani, 2014
Melanie Bozzay, 2011
Kristina Herndon, 2011
Megan Gammelmo, 2010

INVITED PRESENTATIONS

May 31, 2022. John Leland Center. *The Promise of Assessment*.
March 22, 2022. Catholic University. *Dissemination in Applied Psychology*.
March 14, 2022. Center on the Ecology of Early Development, Boston University. *Emotion-Focused Teaching and an Alternative Licensure Program for Preschool Teachers*.
February 4, 2022. The Sycamore School. *Research Design and Emotion-Focused Teaching*.
March 31, 2021. Catholic University. *Dissemination in Applied Psychology*.
March 15, 2021. GMU Honors Psychology class. *Applied Developmental Psychology*.
March 29, 2019. International Institute of Islamic Thought. *Emotions in the classroom: How do teachers help preschoolers become emotionally competent?* <https://www.youtube.com/watch?v=xENnNTAhjuw&feature=youtu.be>
March 27, 2019. GMU Honors Psychology class. *Applied Developmental Psychology*.
March 20, 2019. SRCD Emotions Pre-Conference. *Developing a measure of the teaching of emotions skills in preschool classrooms*.
Feb. 8, 2019. University of Virginia Research Lectureship Series. *Observing the teaching of emotions in the classroom*. <https://www.youtube.com/watch?v=eU3bd5kVZG8>
Feb. 21, 2018. GMU Honors Psychology class. *Applied Developmental Psychology*.
Feb. 27, 2017. GMU Honors Psychology class. *Applied Developmental Psychology*.
Mar. 14, 2016. GMU Honors Psychology class. *Teachers' Emotional Support Consistency and Children's Development*.
Nov. 18, 2015 Psychology Department Brown Bag. *The APA Hoffman Report*.
Mar. 2, 2015 GMU Honors Psychology class. *Teachers' Emotional Support Consistency and Children's Development*.
Feb. 24, 2014 GMU Honors Psychology class. *Teachers' Emotional Support Consistency and Children's Development*.
Oct. 30, 2013 GMU Applied Developmental Brown Bag. *Teachers' Emotional Support Consistency and Children's Development*.
Apr. 3, 2013 Psychology Department Brown Bag. *Teachers' Emotional Support Consistency and Children's Development*.
Aug. 23, 2012 Psychology Department Graduate Student Orientation. *Development in School Contexts*.
Oct. 19, 2011 Applied Developmental Psychology colloquium. *Getting an academic job*.
Feb. 23, 2011 GMU Honors Psychology class. *Students' classroom learning experiences*.
June 15, 2010 American Psychological Association Summer Fellows training. *Introduction to SPSS*.

Mar. 22, 2010 GMU Honors Psychology class. *Students' classroom learning experiences.*
Mar. 29, 2009 GMU Honors Psychology class. *Teacher-child interactions and children's early school experiences.*
Oct. 22, 2008 Applied Developmental Psychology colloquium. *Teacher-child interactions and children's early school trajectories.*
Oct. 16, 2008 MRES Lab meeting. *Cross-Classified Models.*

MEDIA

5/24/2017 Interviewed in "Picking a quality preschool" by Cynthia Long, *Northern Virginia*.
<http://www.northernvirginiamag.com/family/education/2017/05/24/picking-a-quality-preschool/>

2/26/2015 Work that I was involved with appeared in the nprED blog "5 Lessons education research taught us in 2014," by Owen Phillips. <http://www.npr.org/blogs/ed/2015/02/26/387471969/5-lessons-education-research-taught-us-in-2014>

3/6/2014 Work that I was involved with appeared in the Washington Post, "Socialization technique helps in academic achievement, trial study finds" by Lyndsey Layton. <http://wapo.st/1f9WJ5h>

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4/4/2012 Psychology Today Curious Blog

What Will Make Your Kid Succeed in Kindergarten? The secret to amazing teachers and successful 6-year-olds. By Todd Kashdan

<http://www.psychologytoday.com/blog/curious/201204/what-will-make-your-kid-succeed-in-kindergarten>

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http://www.huffingtonpost.com/todd-kashdan/what-will-make-your-kid-s_b_1401595.html

Fairfax Parents Group Pushes For Full Day Kindergarten

1/19/2010, Channel 9, Washington, DC, by Peggy Fox

Parents Group Urges FCPS To Make All Kindergartens All Day

1/19/2010, Reston Patch, Reston, VA, by Liz Miller