**Adam Winsler - *Curriculum Vitae***

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<https://www.researchgate.net/profile/Adam_Winsler>

***Education***

1994 Ph.D. Child and Adolescent Development Stanford University

1988 B.A. Psychology University of New Mexico

***Academic Appointments***

2014-Present Associate Chair of Graduate Studies

 Department of Psychology, George Mason University

2007-Present Professor, Applied Developmental Psychology

 Department of Psychology (and Human Development and Family Science)

 George Mason University

June 2022 Visiting Research Scholar – University of Rijeka, Croatia

May 2022 Visiting Research Scholar – University of Innsbruck and Tirol Pedagogical University, Austria

January 2020 Wippermann Visiting Research Scholar – Hildesheim University, Germany

Spring 2016 Interim Assistant Director of OSCAR –Student Scholarly Activities Committee Chair

Spring 2013 Visiting International Scholar – Early Years Collaborative Research Network

 School of Early Childhood, Queensland University of Technology (Brisbane)

 School of Teacher Education, Charles Sturt University (Bathurst, Albury, Dubbo)

 Faculty of Education, Early Childhood Education, Monash University (Frankston)

2000-2007 Associate Professor, Applied Developmental Psychology

 Department of Psychology, George Mason University

1997-2000 Assistant Professor, Applied Developmental Psychology

 Department of Psychology, George Mason University

1994 - 1997 Assistant Professor, Educational and School Psychology

 College of Education, University of Alabama

***Other Employment***

1993-1994 Project Director/Research Fellow Stanford University

 *• The Development of Verbal Self-Regulation in Children At-risk for ADHD*

1992-1993 Evaluation Director Stanford University/Redwood City Schools, CA

 *• Fostering Bilingual Language Development, Mother-Child Teaching, and School Success in At-Risk Mexican-American Preschool Children*

1990 Program Evaluator Redwood City Schools, CA  *• The Social Interactions and Task Activities of Young Children in Mixed-Age and Same-Age Classrooms*

1988-1989 Mental Health Worker/ Children's Psychiatric Hospital Clinical Assistant Albuquerque, New Mexico

1987-1988 Assistant Coordinator AGORA Crisis Center, Albuquerque, NM

1985-1986 Preschool Teacher/ Kindercraft Day Care Center

 Child Care Worker Albuquerque, New Mexico

1980-1990 Counselor / Head Counselor / Hummingbird Music Camp

 Music Teacher Jemez Springs, New Mexico

***Publications***

Refereed Journal Articles:

119) **Winsler**, A., Rozell, N., Tucker, T., & Norvell, G. (in press). Elementary school outcomes associated with earlier English language acquisition for low-income dual language learners in Miami, USA. *Bilingualism*: *Language and Cognition.*

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117) \*Nguyen M.V. H. Serafini, E., Leeman, J., & **Winsler**, A. (2023). Factors predicting secondary school language course enrollment and performance in among U.S. heritage speakers of Spanish. *Frontiers Psychology, 13*, 1035716*.*

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115) Bochicchio, V., **Winsler**, A., Keith, K., Scandurra, C., & Montero, I. (2022). Digital media inhibit self-regulatory private speech use in preschool children: The ‘digital bubble’ effect*. Cognitive Development, 62*. 101180. <https://doi.org/10.1016/j.cogdev.2022.101180>

114) Chou, Y-J, Hu, B.Y., Wu, H., Chang, C-J., & **Winsler**, A. (2022). Influence of parental play on Taiwanese 3-year-olds' executive function: Through the path of motor skills. *Journal of Family Psychology*. Advance online. [https://doi.org/10.1037/fam0001006](https://psycnet.apa.org/doi/10.1037/fam0001006)

113) Serafini, E.J., Rozell, N., & **Winsler**, A. (2022). Academic and English language outcomes for DLLs as a function of school bilingual education model: The role of two-way immersion and home language support. *International Journal of Bilingual Education and Bilingualism*. *25*(2), 552-570. <http://dx.doi.org/10.1080/13670050.2019.1707477>

112) Chou, Y-J, Hu, B.Y., **Winsler**, A., Wu., H., Greenburg, J., & Kong, Z. (2022). Chinese children’s physical wellbeing, executive functioning, and receptive language, math, and science performance in kindergarten. *Children and Youth Services Review*, *136*. Advance online. <https://doi.org/10.1016/j.childyouth.2022.106397>

111) \*Thibodeaux, J., & **Winsler**, A. (2022). “Stay positive”: Self-talk relates to motivational climate and athlete goal orientation in youth tennis. *Research Quarterly for Exercise and Sport, 93*(4), *769-780.* <https://doi.org/10.1080/02701367.2021.1918323>

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109) \*Ricciardi, C., Hartman, S., Manfra, L., Dinehart, L., & Bleiker, C., & **Winsler**, A. (2021). School readiness skills at age 4 predict academic achievement through grade 5*. Early Childhood Research Quarterly, 57*, 110-120.

 <https://doi.org/10.1016/j.ecresq.2021.05.006>

108) \*Ricciardi, C., & **Winsler**, A. (2021). Selection into advanced courses in middle and high school among low-income, ethnically diverse youth. *Journal of Advanced Academics, 32* (3), 291-323. <https://doi.org/10.1177/1932202X21990096>

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106) Bochicchio, V., **Winsler**, A., Pagliaro, S., Pacilli, M.G., Dolce, P., & Scandurra, C. (2021). Negative affectivity, authoritarianism, and anxiety of infection explain early maladjusted behavior during the covid-19 outbreak. *Frontiers: Psychology: Personality and Social Psychology.* February 25, 2021. <https://doi.org/10.3389/fpsyg.2021.583883>

105) \*Calibuso, E., & **Winsler**, A. (2021).Who switches schools?: Child-level predictors of school mobility in middle school students*. Journal of Child and Family Studies, 30, 263–275*. <https://doi.org/10.1007/s10826-020-01820-3>

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95) [[3]](#footnote-3)\*Conway-Turner, J., Williams, J., & **Winsler**, A. (2020). Does diversity matter?: School racial composition and the achievement of students in a diverse sample. *Urban Education.* Advance online*.* <https://doi.org/10.1177/0042085920902257>

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85) \*Tavassolie, T., & **Winsler**, A. (2019). Predictors of mandatory 3rd grade retention from high-stakes test performance for low-income, ethnically diverse children. *Early Childhood Research Quarterly, 48*(3), 62-74. <https://doi.org/10.1016/j.ecresq.2019.02.002>

84) \*Borre, A.M., Bernhard, J., Bleiker, C., & **Winsler**, A. (2019). Preschool literacy intervention for low-income, ethnically diverse children: Effects of the Early Authors Program through kindergarten. *Journal of Education for Students Placed at Risk, 24* (2), 132-153*.* <https://doi.org/10.1080/10824669.2019.1594818>

83) Conger, D., Gibbs, C.R., Uchikoshi, Y., & **Winsler**, A. (2019). New benefits of public school pre-kindergarten programs: Early school stability, reduced retention, and early exit from ELL programs. *Early Childhood Research Quarterly*, *48*, 26-35. <https://doi.org/10.1016/j.ecresq.2018.10.015>

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experiences among dual language learners in the US: Analyses of the Early Childhood Longitudinal Survey-Birth Cohort.

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70) \*Gupta Karkhanis, D., & **Winsler**, A. (2016). Temperament, gender, and cultural differences in maternal emotion socialization of anxiety, somatization, and anger. *Psychological Studies, 61*(3) 137-158. <https://doi.org/10.1007/s12646-016-0360-z>

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predict the acquisition of English among English language learners in poverty. *Developmental Psychology, 50,* 2242-2254*.* <https://doi.org/10.1037/a0037161>

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# Other Publications- Electronic Media/Blogs – Research Reports and Materials

Alegrado, A., & **Winsler**, A. (2021**).** [**Do the arts make kids smart, or do already smart kids choose the arts? (3/3)**](https://masonarc.gmu.edu/?p=506)

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21) **Winsler**, A. (2018, May). *Demographic, social, and cultural variability in the study of bilinguals*. Panel discussion presented at the first Harmonious Bilingualism Network conference (HABILNET1). Brussels, Belgium.

20) Conway-Turner, J., Tavassolie, T., & **Winsler**, A. (2015, June). *Resilience among low-income, ethnically diverse children: Early predictors of later academic success in elementary school students*. Poster presented at the 4th meeting of the Resilience Research Centre, Halifax, Canada.

19) **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 presented at the 10th International Symposium on Bilingualism. New Brunswick, New Jersey.

18) [[14]](#footnote-14)\*Verdon, S., McLeod, S., & **Winsler**, A. (2014, June). *Facilitating home language maintenance in an English dominant context*. Paper presented at the International Clinical Phonetics and Linguistics Association Conference. Stockholm, Sweden.

17) \*Verdon, S., McLeod, S., & **Winsler**, A. (2014, May). *Language diversity, maintenance, and loss: A population study of young Australian children*. Paper presented at the Speech Pathology Australia Conference 2014, Melbourne, Australia.

# 16) \*Verdon, S., McLeod, S., & Winsler, A. (2013, November). Language diversity, use, maintenance, and loss in young Australian children. Paper presented at the Asia Pacific Conference of Speech Language and Hearing. Taiwan, China.

15) \*De Feyter, J., **Winsler**, A., Curby, T., Kim, Y., & Hutchison, L. (2010, November*). Paradoxical patterns in the early academic achievement of young newcomer children in Miami*. Paper presented at the international ‘On New Shores’ immigrant conference, Guelph, Canada.

14) \*Johnson, J., Hutchison, L., & **Winsler**, A. (2008, November). *After preschool: Early schooling follow-up outcomes for young immigrant children in Miami*. Poster presented at the On New Shores conference. Guelph, CA.

13) **Winsler**, A., Johnson, J., & Hutchison, L. (2008, November). *Differential predictive validity of preschool school readiness assessments for immigrant and native children in poverty*. Paper presented at the On New Shores conference. Guelph, CA.

12) \*Johnson, J., Bernard, J., Hutchison, L., & **Winsler**, A. (2007, October). *School readiness outcomes for low-income, immigrant preschool children*. Poster presented at the international conference “On New Shores: Understanding Immigrant Children.” Guelph, Ontario, Canada.

11) Bleiker, C.A., Marín, M.M., Marín, C.E., Johnson, J., & **Winsle**r, A. (2007, September). *Across and beyond borders: A study of transnational families in Miami*. Paper presented at the Second International Conference on Ethnography and Education. Barcelona, Spain.

10) \*Bor, E., Tran, H., Richard, E., & **Winsler**, A. (2007, August). *Childcare as a mediating process between neighborhood quality and preschool outcomes in low-income, diverse families*. Poster presented at the annual conference of the British Psychological Society Developmental Section, Plymouth, UK.

9) Bleiker, C., Johnson, J., & **Winsler**, A. (2007, March). *Miami School Readiness Project: Age 4 outcomes for immigrant and nonimmigrant children*. Paper presented at the Fifth Congress on Immigration in Spain: Migrant Human Development. Madrd, Spain.

8) \*Hartman, S., Richard, E., Bor, E., **Winsler**, A., & Manfra, L. (2006, July). *Socio-emotional and academic resilience in low-income preschoolers as predictors of academic performance during kindergarten*. Poster presented at the biennial meeting of the International Society for the Study of Behavioral Development, Melbourne, Australia.

7) Tran, H., **Winsler**, A., Manfra, L., & Hartman, S. (2006, July). *The impact of teacher change on the school readiness of diverse, urban, low-income preschool children in subsidized care*. Poster presented at the biennial meeting of the International Society for the Study of Behavioral Development, Melbourne, Australia.

6) Fujioka, K., **Winsler**, A., & Conway, C. (2006, July). *Developmental trends in relations between private speech use and task performance in young children*. Poster presented at the biennial meeting of the International Society for the Study of Behavioral Development, Melbourne, Australia.

5) **Winsler**, A, Abar, B., & Alarcon, D. (2004, November). *Private speech and executive functioning in children with autistic spectrum disorders and ADHD.* Poster presented at the First International Symposium on the Self-Regulatory Functions of Language. Madrid, Spain.

4) [[15]](#footnote-15)\*Carlton, M.P., **Winsler**, A., & Barry, M.J. (1998, Aug). *Applying constructivist theory to educational practice: Are we losing something in the translation*? Paper presented at the annual conference of the International Congress of Applied Psychology, San Francisco, CA.

3) McCarthy, E. M., Diaz, R. M., Bird, R. L., & **Winsler**, A. (1996, July). *A study of private speech and working memory in five-year-olds at risk for attention deficit hyperactivity disorder*. Paper presented at the International Conference on Memory, Padova, Italy.

2) **Winsler**, A. (1994a, June). *The social origins and quality of self-regulatory private speech in hyperactive and normal children*. Paper presented at the biennial meeting of the International Society for the Study of Behavioral Development, Amsterdam, The Netherlands.

1) **Winsler**, A. (1992a, September). Children's use of private speech in the classroom: Investigating Vygotskian hypotheses about the effects of contextual variables. In J. D. Ramirez (Chair), *Private speech and self-regulation.* Symposium conducted at the First International Conference for Socio-Cultural Research, Madrid, Spain.

National Conferences:

248) LaForett, D.R., **Winsler**, A., Franco-Jenkins, X., Zadrozny, S., Maldonado, U., & Ordoñez Rojas, D. (2023, March).Educational gains for students in dual language programs: Effects of language proficiency and program model. In N. Bohlmann*,* Chair, *Do dual language experiences benefit the academic and literacy outcomes of Spanish-speaking ELs?* Symposium to be presented at the biennial conference of the Society for Research in Child Development. Salt Lake City, UT.

247) **Winsler**, A., Tucker, T., Alegrado, A., & Stein, J. (2023, March). Does taking arts electives predict later academic outcomes and suspensions for middle schoolers suspended in 5th grade? In M. Menzer (Chair) *At-risk, justice-involved, and traumatized youths: Outcomes of engagement in the arts* Symposium to be presented at the biennial conference of the Society for Research in Child Development. Salt Lake City, UT.

246) Franco-Jenkins, X., LaForett, D.R., Ordoñez Rojas, D., Maldonado, U., & **Winsler**, A (2023, March *Biased teacher perceptions of student leadership skills in dual language education settings*. Poster to be presented at the biennial conference of the Society for Research in Child Development. Salt Lake City, UT.

245) \*Waddell, C., & **Winsler**, A. (2023, March). *Suicidality, depression, and victimization among sexual minority, ethnically diverse adolescents*. Poster to be presented at the biennial conference of the Society for Research in Child Development. Salt Lake City, UT.

244) \*Maldonado, U., & **Winsler**, A. (2023, March).*Immigrant advantage and paradox in middle school academic outcomes: Region/Country of origin effects.* Poster to be presented at the biennial conference of the Society for Research in Child Development. Salt Lake City, UT.

243) [[16]](#footnote-16)\*Greenburg, J., & **Winsler**, A. (2023, March). *Investigating the “Gift of Time”: Predictors and Outcomes of Delayed School Entry and Kindergarten Retention*. Poster to be presented at the biennial conference of the Society for Research in Child Development. Salt Lake City, UT.

242) \*Nguyen M.VH. Serafini, E., Leeman, J., & **Winsler**, A. (2023, March). *Factors predicting secondary school language course enrollment and performance in heritage Spanish speakers*. Poster to be presented at the biennial conference of the Society for Research in Child Development. Salt Lake City, UT.

241) \*Hundertmark, A., & **Winsler**, A. (2023, March). *Cumulative effects of poverty stability, duration, and intensity in elementary school on 5th grade academic outcomes*. Poster to be presented presentation at the biennial conference of the Society for Research in Child Development. Salt Lake City, UT.

240) LaForett, D., Franco-Jenkins, X., & **Winsler**, A. (2023, February). *Adherence to Program Model Language of Instruction in Spanish-English Dual Language Programming in Elementary Classrooms.* Paper to be presented at the annual conference of the National Association for Bilingual Education (NABE). Portland, Oregon.

239) Franco-Jenkins, X., LaForett, D., & **Winsler**, A. (2023, February). *Two-Way Immersion Classrooms during the Covid-19 pandemic: Parent and Teacher Perceptions of Students’ Learning.* Paper to be presented at the annual conference of the National Association for Bilingual Education (NABE). Portland, Oregon.

238) \*Tucker, T. L., & **Winsler**, A. (2022, November). *Between music-type differences in who takes music to high school*. Poster presented at the annual conference of the National Association for Music Education. Washington, DC.

237) \*Ortiz-Cortes, V., Greenburg, J., Hines, C., & **Winsler**, A. (2022, August). *Pre-k to kindergarten school mobility and later academic achievement.* Poster presented at the annual convention of the American Psychological Association. Minneapolis, MN.

236) **Winsler**, A., Norvell, G., Franco, X., Simpkins, T., Beauchamp, A., Villa, R., & LaForett, D. (2022, June). *How do you do 50/50?” Student Engagement in Two-Way Immersion Early Childhood Classrooms Depends on the Language Model Used and Children’s Home Language.* Poster presented at the National Research Conference on Early Childhood (NRCEC). Washington, DC.

235) \*Maldonado, U., & **Winsler**, A. (2022, April). *Immigrant advantage and paradox in middle school academic outcomes: country of origin effects.* Paper presented at the National Conference on Undergraduate Research. Online.

234) \*Waddell, C., & **Winsler**, A. (2022, April). *Suicidality, depression, and victimization among sexual minority, ethnically diverse adolescents*. Paper presented at the National Conference on Undergraduate Research. Online.

233) Bochicchio, V., Keith, K., Scandurra, C., Montero, I., & **Winsler**, A. (2022, May). *Digital play inhibits self-regulatory private speech use in preschool children*. Poster presented at the SRCD special topics meeting: *Learning through Play and Imagination*. St. Louis, MO.

232) LaForett, D., **Winsler**, A., Franco, X., Simpson, T., Beauchamp, A., & Villa, R. (2022, January). *Misclassification risk when using home language surveys to identify English learners*. Paper presented at the annual IES PI conference: Advancing equity and inclusion in the education sciences. (Online).

231) \*Williams-Pinnock, A., & **Winsler**, A. (2021, April). *Factors associated with access to advanced math in middle & high school for black girls.* Poster presented at the biennial conference of the Society for Research on Child Development (SRCD) (Online)

230) LaForett, D.R., Franco, X., **Winsler**, A., & Simpson, M.T., (2021, April). *Using home language surveys to identify English learners: Methods to reduce misclassification*. Poster presented at the biennial conference of the Society for Research on Child Development (SRCD) (Online)

229) \*Thibodeaux, J., & **Winsler**, A. (2021, April). *Careful what you say to yourself: Self-talk and tennis performance via multi-level modeling*. Poster presented at the biennial conference of the Society for Research on Child Development (SRCD) (Online)

228) \*Ricciardi C., & **Winsler**, A. (2021, April). *Equity in excellence: Factors linked to cumulative advanced course taking in middle and high school*. Poster presented at the biennial conference of the Society for Research on Child Development (SRCD) (Online)

227) \*Nguyen, M.V.H., & Winsler, A. (2021, April). *Early cognitive skills moderate the relationship between bilingualism and later foreign language learning*. Poster presented at the biennial conference of the Society for Research on Child Development (SRCD) (Online)

226) \*Mumma, K., & **Winsler**, A. (2021, April). *Elementary school quality moderates fifth- and eighth-grade outcomes from pre-k programs*. Poster presented at the biennial conference of the Society for Research on Child Development (SRCD) (Online)

225) \*Greenburg, J., & **Winsler**, A. (2021, April). *Predictors and outcomes of being retained twice in elementary school*. Poster presented at the biennial conference of the Society for Research on Child Development (SRCD) (Online)

224) \*Greenburg, J., & **Winsler**, A. (2021, April). *Third grade academic outcomes for delayed entry students with disabilities*. Poster presented at the biennial conference of the Society for Research on Child Development (SRCD) (Online)

223) **Winsler**, A., Alegrado, A., & Tucker, T. (2021, April). Arts in middle school predict high school academic outcomes: More years of arts are better.In M. Menzer (Chair), *Longitudinal, experimental, and population-based studies on the impact of arts engagement on child development*. Symposium presented at the biennial conference of the Society for Research on Child Development (SRCD) (Online)

222) [[17]](#footnote-17)\*Alegrado, A., & **Winsler**, A. (2021, April). Academic benefits of middle school music enrollment among low-income, ethnically diverse youth. In K. Elpus (Chair), *Using large-scale longitudinal data to understand music student outcomes in diverse school contexts*. Symposium presented at the biennial conference of the Society for Research on Child Development (SRCD) (Online)

221) \*Tucker, T., Alegrado, A., & **Winsler**, A. (2021, April). Who takes music with them when they transition to high school? In K. Elpus (Chair), *Using large-scale longitudinal data to understand music student outcomes in diverse school contexts*. Symposium presented at the biennial conference of the Society for Research on Child Development (SRCD) (Online)

220) \*Hundertmark, A., Ricciardi, C., Williams, A., & **Winsler**, A. (2020, December). *Differences in parent-teacher perceptions of social and behavioral skills at age 4 predict later academic outcomes*. Poster presented at the biennial conference of the National Research Conference on Early Childhood (NRCEC) (Online).

219) **Winsler**, A., Mumma, K., Nguyen, Norvell, G., M, Franco, X., Simpson, M.T., & LaForett, D. R. (2020, December) *Student engagement in two-way immersion (Spanish-English) classrooms in kindergarten through 3rd grade: Language of instruction and child home language*. Poster presented at the biennial conference of the National Research Conference on Early Childhood (NRCEC) (Online).

218) LaForett, D.R., Franco, X., Mumma, K., Nguyen, M., Simpson, M.T., & **Winsler**, A. (2020, December) *Fidelity of implementation in Spanish-English dual language programming in early elementary classrooms*. Poster presented at the biennial conference of the National Research Conference on Early Childhood (NRCEC) (Online).

217) \*Parada, M., & **Winsler**, A. (2020, June). *Early immigrant advantage for Latinx and Black students is sustained through 5th grade*. Poster presented at the biennial conference of the national research conference on early childhood (NRCEC). Washington, DC. (cancelled due to COVID-19)

216) **Winsler**, A. (2020, June). Discussant. In A. Johnson (Chair). *Dual-Language Learners in Early Care & Education*. Symposium presented at the biennial conference of the national research conference on early childhood (NRCEC). Washington, DC. (cancelled due to COVID-19)

215) [[18]](#footnote-18)\*Greenburg, J.E., & **Winsler**, A. (2020, June). *Emergent literacy skills and later outcomes for preschool children with disabilities*. Poster presented at the biennial conference of the National research conference on early childhood (NRCEC). Washington, DC. (cancelled due to COVID-19)

214) Serafini, E., **Winsler**, A., & Rozell, N. (2020, March). *Home language instruction supports educational outcomes for language-minority students*. Paper presented at the annual conference of the Georgetown University Round Table (GURT). (Conference cancelled due to COVID-19)

213) \*De Feyter, J.J., Parada, M.D., Hartman, S., Curby, T., & **Winsler**, A. (2020, May). *Holding on: First-generation advantage and the immigrant paradox in early schooling outcomes.* Paper to be presented at the SRCD special topics conference - Construction of the Other: Development, Consequences, and Applied Implications of Prejudice and Discrimination. Rio Grande, Puerto Rico, USA.

212) Bochicchio, V., Keith, K., Scandurra, C., Montero, I., & **Winsler**, A. (2020, May). *Digital play inhibits self-regulatory private speech use in preschool children*. Poster to be presented at the SRCD special topics meeting: *Learning through Play and Imagination*. St. Louis, MO.

211) \*Nguyen, M., & **Winsler**, A. (2019, October). *The association between early bilingualism and selection into later foreign language learning*. Poster presented at the biennial meeting of the Cognitive Development Society. Louisville, KY.

210) \*Tavassolie, T., & **Winsler**, A. (2019, September). Migrant Head Start preschool children's school readiness and early elementary school performance. In V. Jones, (Chair) *The impact of Head Start on children and families*. Symposium presented at the National Head Start Association Fall Leadership Institute. Crystal City, VA.

209) **Winsler**, A. (2019, September). *Learning from arts education research*. (P. Shaffer, Chair). Panel to be presented at the annual Arts Education Partnership (AEP) Convening: The Arts Leading the Way to Student Success. Alexandria, VA.

208) **Winsler**, A. (2019, September). *Opportunities for HBCU Research: Arts research grants* (M. Menzer, Chair). Panel to be presented at the annual HBCU conference: Enhancing HBCU competitiveness: Student achievement, quality partnerships, and institutional performance. Washington, DC.

207) \*Williams, A., Ricciardi, C., & **Winsler**, A. (2019, May). *Gender differences in STEM achievement among low-income ethnically diverse students in elementary school*. Poster presented at the Association for Psychological Science Convention. Washington, DC.

206) \*Calibuso, E., & **Winsler**, A. (2019, May). “*Who switches schools?: Child-level predictors of school mobility in middle school.* Poster presented at the Association for Psychological Science Convention. Washington, DC.

205) \*Greenburg, J., Thompson, B. N., & **Winsler**, A. (2019, May). “*Catch them while they’re young?”: Academic outcomes for students retained early rather than later in 3rd grade*. Poste presented at the Association for Psychological Science Convention. Washington, DC.

204) \*Calibuso, E., & **Winsler**, A. (2019, April). *Who Switches Schools?: Child-Level Predictors of School Mobility in Middle School*. Poster presented at the annual National Conference for Undergraduate Research (NCUR). Kennesaw, GA.

203) **Winsler**, A. Serafini, E., & Rozell, N. (2019, March). DLL outcomes vary by the school's bilingual education model: Two-way immersion and home language support. In N. Rojas (Chair), *Bilingual education program models and classroom practices for DLLs: Processes and outcomes from preschool through elementary school.* Symposium presented at the biennial conference of the Society for Research in Child Development. Baltimore, MD.

202) [[19]](#footnote-19)\*Mead, D.L., Hutchison, L., & **Winsler**, A. (2019, March). *Narrative competence and executive functioning in young children with varying degrees of bilingualism*. Poster presented at the biennial conference of the Society for Research in Child Development. Baltimore, MD.

201) \*Ricciardi, C., & **Winsler**, A. (2019, March). *Pathways to success: Trajectories and timing of advanced course taking for ethnically diverse students in poverty in middle and high school*. Poster presented the biennial conference of the Society for Research in Child Development. Baltimore, MD.

200) \*Williams, A., Ricciardi, C., & **Winsler**, A. (2019, March). Parent- and preschool-teacher-perceived strengths among Black and Latino boys: Links to early success in elementary school. In S. Sonnenschein & B. Sawyer (Chairs), *Building on family strengths to promote the academic development of young Black and Latino children*. Symposium presented at the biennial conference of the Society for Research in Child Development. Baltimore, MD.

199) \*Williams, A., & **Winsler**, A. (2019, March). *School readiness assessments are weakly related to later educational outcomes for ethnically diverse children with autism*. Poster presented at the biennial conference of the Society for Research in Child Development. Baltimore, MD.

198) \*Greenburg, J.E., & **Winsler**, A. (2019, March). *Delayed kindergarten entry among ethnically diverse, low-income students: Prevalence, predictors, and selection patterns*. Poster presented at the biennial conference of the Society for Research in Child Development. Baltimore, MD.

197) \*Tavassolie, T., & **Winsler**, A. (2019, March). *How profiles of school readiness relate to third grade performance among low-income ethnically and linguistically diverse children*. Poster presented at the biennial conference of the Society for Research in Child Development. Baltimore, MD.

196) \*Alegrado, A., & **Winsler**, A. (2019, March). *Who stops the music?: Predicting persistence in middle school music elective courses.* Poster presented at the biennial conference of the Society for Research in Child Development. Baltimore, MD.

195) \*Ricciardi, C., & **Winsler**, A. (2018, November). *Making the grade: Who gets in to advanced academic courses among ethnically diverse, low-income youth*. Poster presented at the Association for Public Policy Analysis and Management annual conference. Washington, DC.

194) **Winsler**, A., Alegrado, A., & Gara, T. (2018, November). Even controlling for large selection effects, there are academic benefits from art elective courses in middle-school for low-income, ethnically diverse youth.In M. Menzer (Chair). *Arts education in the United States: National education policies for arts education and studies on the impact of arts education experiences for youth development using cross-sectional, longitudinal, and randomized control methods.* Symposium presented at the Association for Public Policy Analysis and Management annual conference. Washington, DC.

193) \*Mumma, K., & **Winsler**, A. (2018, November). *Sustained effects of pre-K through fifth grade, but not (always) through eighth grade in Miami.* Poster presented at the Association for Public Policy Analysis and Management annual conference. Washington, DC.

192) \*Williams, A.B., Ricciardi, C., & **Winsler**, A. (2018, June) *Why so different? Parent and teacher perceptions of the social skills and behavior problems of Black and Latino preschool boys*. Poster presented at the Biennial ACF National Research Conference on Early Childhood. Arlington, VA.

191) \*Mumma, K., & Winsler, A. (2018, June). *“Does Diversity Matter? The Impact of School Racial Composition on the Academic Achievement of Elementary School Students in an Ethnically Diverse, Low-Income Sample”*. Poster presented at the Biennial ACF National Research Conference on Early Childhood. Arlington, VA.

190) \*Parada, M., Carr, R., Allan, M., Peisner-Feinberg, E., Friedman, R., Malin, J., & **Winsler**, A. (2018, June). *The Rewards and Challenges of Research-Policy Partnerships: Perspectives from SRCD State and Federal Policy Fellows.* Symposium presented at the Biennial ACF National Research Conference on Early Childhood. Arlington, VA.

189) \*Mize, J., & **Winsler**, A. (2018, May). *Maternal and Peer Relations in Early Childhood Predict Aggression in Grades 3-6*. Poster presented at the annual conference of the Association for Psychological Science. San Francisco, CA.

188) \*Rozell, N., & **Winsler**, A. (2018, April). *Elementary School Outcomes Associated with Faster English Language Acquisition for Dual Language Learners*. Poster presented at the annual conference of the National Conference on Undergraduate Research, Edmund, Oklahoma, OK.

187) \*Ricciardi, C., Manfra, L., Hartman, S., Bleiker, C., Dinehart, L., & **Winsler**, A. (2017, May). *School readiness skills at age 4 predict academic achievement through 5th grade*. Poster presented at the annual conference of the Association for Psychological Science. Boston, MA.

186) \*Mize, J., & **Winsler**, A. (2017, May). *Negative influences from socialization agents on externalizing behavior problems in adolescence*. Poster presented at the annual conference of the Association for Psychological Science. Boston, MA.

185) \*Thompson, B., & **Winsler**, A. (2017, May). *Parent-teacher agreement on the Devereux Early Childhood Assessment (DECA) for preschoolers with autism spectrum disorders*. Poster presented at the annual conference of the Association for Psychological Science. Boston, MA

184) \*Moffett, A., & **Winsler**, A. (2017, May). *Child- and school-level predictors of elementary school mobility among ethnically diverse children in poverty*. Poster presented at the annual conference of the Association for Psychological Science. Boston, MA.

183) \*Williams, A., Picci, G., & **Winsler**, A. (2017, May). *How are they doing? Long-term outcomes for ethnically diverse children with ASD in pre-K programs for children with disabilities*. Poster presented at the annual conference of the Association for Psychological Science. Boston, MA.

182) \*Burke, J., Tavassolie, T., & **Winsler**, A. (2017, May). *The impact of school suspensions on school attendance, academic performance, retention, and school leaving*. Poster presented at the annual conference of the Association for Psychological Science. Boston, MA.

181) \*Mize, J., & **Winsler**, A. (2017, April). *Social support from the family, school, and neighborhood: Links To rebelliousness and sensation seeking in adolescence*. Poster presented at the biennial conference of the Society for Research on Child Development. Austin TX.

180) \*Alegrado, A., Gara, T., Tavassolie, T., & **Winsler**, A. (2017, April). *Predictors of music class participation and persistence in middle school among low-income, ethnically diverse students*. Poster presented at the biennial conference of the Society for Research on Child Development. Austin TX.

179) [[20]](#footnote-20)\*Thibodeaux, J., Bradner, P., Hines, C., Perla, V., Burke, J., & **Winsler**, A. (2017, April). *Young tennis athletes' self-talk and sport motivation*. Poster presented at the Biennial conference of the Society for Research in Child Development, Austin, TX.

178) Esposito, A., Luk, G., Marian, V., Castro, D.C., Byers-Heinlein, K., & **Winsler**, A. (2017, April). *Describing and quantifying “bilingualism” Part 2; the need for consistency and accuracy for research and education*. Roundtable discussion presented at the biennial conference of the Society for Research on Child Development. Austin TX.

177) \*Parada, M., & **Winsler**, A. (2016, October). *Immigrant advantage for Latino and Black males attending elementary school in Miami*. Poster presented at the SRCD theme conference: Babies, Boys, and Men of Color Tampa, FL.

176) [[21]](#footnote-21)\*Mumma, K., & **Winsler**, A. (2016, October). Positive effects of pre-k are sustained for Black males through third grade, and effects are stronger at higher-quality elementary schools. In S. Anderson (Chair), *School-based mechanisms of differential long-term pre-K effects among black and white youth*. Symposium presented at the SRCD theme conference: Babies, Boys, and Men of Color Tampa, FL.

175) \*Tavassolie, T., Hines, C., & **Winsler**, A. (2016, October). How do boys of color experience high-stakes tests and mandatory retention policies in Miami, Florida? In S. Anderson (Chair), *School-based mechanisms of differential long-term pre-K effects among black and white youth*. Symposium presented at the SRCD theme conference: Babies, Boys, and Men of Color Tampa, FL.

174) \*Mumma, K., Moffett, A., & **Winsler**, A. (2016, July). *Elementary school quality moderates third grade academic outcomes associated with attending public school pre-k and subsidized center-based and family child care.* Poster presented at the ACF National Research Conference on Early Childhood, Washington, D.C.

173) \* Haag, A., & **Winsler**, A. (2016, May). *Child, family, and school factors associated with gifted educational placement and services for low-income, ethnically diverse children in Miami: Which students are breaking the barriers*? Poster presented at the annual meeting of the Association for Psychological Science. Chicago, Il.

172) \*Thibodeaux, J., & **Winsler**, A., (2016, May). *What do youth tennis athletes say to themselves? Observed and self-reported self-talk on the court*. Poster presented at the annual conference of the Association for Psychological Science, Chicago, IL.

171) \*Burke, J., & **Winsler**, A. (2016, April). *The impact of school suspensions on school attendance, academic performance, retention, and school leaving*. Poster presented at the National Collegiate Undergraduate Research (NCUR) conference. Asheville, NC.

170) \*Alegrado, A., Gara, T., & **Winsler**, A. (2016, April). *Predictors of music class enrollment and persistence in middle school among low-SES, ethnically diverse students*. Paper and poster presented at the National Collegiate Undergraduate Research (NCUR) conference. Asheville, NC.

169) \*Gara, T., Tavassolie, T., & **Winsler**, A. (2016, April). *Who is taking dance electives? Predictors of in-school dance engagement among low-income, ethnically diverse middle school students*. Poster presented at the annual conference of the American Educational Research Association. Washington, DC.

168) \*Hines, C., & **Winsler**, A. (2016, April). *School quality and mobility between public school prekindergarten and kindergarten: Predictors and outcomes*. Paper presented at the annual conference of the American Educational Research Association. Washington, DC.

167) \*Mathew, D., Conway-Turner, J., & **Winsler**, A. (2016, April). *Predictors of school suspension in elementary school for low-income, ethnically diverse children*. Poster presented at the annual conference of the American Educational Research Association. Washington, DC.

166) \*Ansari, A., Lopez, M., Manfra, L., & **Winsler**, A. (2015, November). Differential third grade outcomes associated with attending publicly funded preschool programs for low-income, Latino children. In J.E. Finch (Chair), *Publicly funded preschool: Impacts across early- and middle-childhood*. Symposium presented at the annual conference of the Association for Public Policy Analysis and Management. Miami, FL.

165) **Winsler**, A. (2015, November) (Chair and Discussant). *Preschool program fadeout: Understanding impact persistence and heterogeneity.*  Symposium to be presented at the annual conference of the Association for Public Policy Analysis and Management. Miami, FL.

164) \*Hines, C., Doll, E., & **Winsler**, A. (2015, October). *Longitudinal academic outcomes for ethnically diverse children with speech or language disorders*. Poster presented at the Society for the Study of Human Development, Austin, TX.

163) [[22]](#footnote-22)\*Hines, C., & **Winsler**, A. (2015, May). *Predictors of**mobility between public school pre-K and kindergarten and links with children’s school readiness and performance in K and 1st grade*. Poster presented at the annual convention of the Association for Psychological Science, New York, NY.

162) \*Moffett, A., & **Winsler**, A. (2015, March). *Cyberbullying, depression, and substance abuse in adolescence: Variation by sexual orientation, gender, and age*. Poster presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.

161) Menzer, M., & **Winsler**, A. (Co-Chairs). (2015, March). *Arts participation and early childhood social and emotional development*. Symposium presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.

160) \*Hutchison, L.A., Mead, D., & **Winsler**, A. (2015, March). Relations between executive functioning, second language fluency, and externalizing behavior problems in early childhood. In Daneri, P., & Blair, C. (Co-Chairs), *Executive functioning among dual language learners*. Symposium presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.

159) \*Qiu, C., & **Winsler**, A. (2015, March). *Language use in a “One-Parent One-Language” bilingual family: Maternal perception, noun/verb use, and code switching*. Poster presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.

158)\*Conway-Turner, J., Visconti, K, C., & **Winsler**, A. (2015, March). *Gang involvement is a protective factor for depression among those who experience victimization*. Poster presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.

157) \*Tavassolie, T., & **Winsler**, A. (2015, March). *Long-term academic outcomes for low-income, ethnically diverse children retained from third-grade high-stakes tests*. Poster presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.

156) \*Tavassolie, T., López, C., De Feyter, J.J., Hartman, S., & **Winsler**, A. (2015, March). *Migrant preschool children’s school readiness and early elementary school performance through 3rd Grade*. Poster presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.

155) \*Thibodeaux, C., Bock, A., & **Winsler**, A. (2015, March). *Singing to the self: The role of singing and private speech in executive function*. Poster presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.

154) \*Thibodeaux, J., Curby, T., & **Winsler**, A. (2014, October). *Are college students feeling motivated? Growth in goal orientation and GPA*. Poster presented at the American Educational Psychology Conference,Fairfax, VA.

153) \*Ansari, A., & **Winsler**, A. (2014, July). *Kindergarten readiness for low-income minority children in center-based care, family childcare, and public school pre-K*. Poster presented at the 12th National Head Start Conference,Washington, DC.

152) \*Karkhanis, D. G., **Winsler**, A., & Levitt, J. (2014, April). Being Black, male, and gifted in Miami: Prevalence and predictors of placement in elementary school gifted education programs. In M. Henfield, Symposium Chair, *Race, masculinity and the pursuit of academic excellence: Educating gifted Black males*. Paper presented at the annual conference on the American Educational Research Association. Philadelphia, PA.

151) \*Tavassolie, T., & **Winsler**, A. (2014, April). *Mandatory grade retention from high-stakes test performance among low-income, ethnically diverse children: Who fails the FCAT and who repeats 3rd grade*?. Poster presented at the SRCD theme conference – Strengthening Connections Among Child and Family Research, Policy and Practice. Alexandria VA.

150) Espinosa, L.E., Burchinal, M.R., **Winsler**, A., Castro, D. C., Peisner-Feinberg, E., Laforett, D.R. (2013, April). Child care experiences among dual language learners in the US: Analyses of the Early Childhood Longitudinal Survey-Birth Cohort. In A. Fuligni (Chair), *The complex picture of child care use for dual-language learners: Diversity of families and children’s experiences over time*. Paper presented at the biennial conference of the Society for Research on Child Development, Seattle, WA.

149) [[23]](#footnote-23)\*Mead, D., LaRocque, R., Lindgren, E., & **Winsler**, A. (2013, April). *Change over time in the type and functions of crib speech around the fourth birthday*. Poster presented at the biennial conference of the Society for Research on Child Development, Seattle, WA

148) \*Ansari, A., & **Winsler**, A. (2013, April). *Montessori public school pre-K programs and the*

*school readiness of low-income, Black and Latino children*. Poster presented at the biennial conference of the Society for Research on Child Development, Seattle, WA.

147) \*Borre, A., **Winsler**, A., Bleiker, C., & Bernard, J. (2013, April). *Long -term effects through grade three of the Early Authors Program for low-income, ethnically diverse preschoolers*. Poster presented at the biennial conference of the Society for Research on Child Development, Seattle, WA.

146) \*Gupta, D., **Winsler**, A., & Perez-Edgar, K. (2013, April). *Cultural differences in maternal emotion socialization: Links between negative affect, anxiety, and somatic complaints in children*. Poster presented at the biennial conference of the Society for Research on Child Development, Seattle, WA.

145) **Winsler**, A., Robinson, J., & Thibodeaux, J. (2013, April). Patterns of subsidized child care and public school pre-k use in Miami as a function of ethnicity, language, immigration, and generation. In A. Fuligni (Chair), *The complex picture of child care use for dual-language learners: Diversity of families and children’s experiences over time*. Paper presented at the biennial conference of the Society for Research on Child Development, Seattle, WA.

144) \*Gupta, D., Doll, E., & **Winsler**, A. (2013, April). School readiness and the early school performance of low-income migrant children are related to preschool health and medical care status. In R. Manes (Chair), *SES, child health and well-being across contexts and developmental stages.* Poster symposium presented at the biennial conference of the Society for Research on Child Development, Seattle, WA.

143) **Winsler**, A. (2013, April). Discussant. In M. Bratsch-Hines (Chair). *Associations between child care instability, multiplicity, and children’s social development*. Paper presented at the biennial conference of the Society for Research on Child Development, Seattle, WA.

142) \*Ansari, A., & **Winsler**, A. (2012, June). *Stability and sequence of center-based vs. family childcare: Links with low-income children’s school readiness.* Poster presented at the 4th National Head Start Research Conference. Washington, DC.

141) \*Kim, H., Curby, T., Bader-Tables, R., Mendoza, D., & **Winsler**, A. (2012, June). *Concurrent and longitudinal links between motor, social, and cognitive skills in preschool children with disabilities*. Poster presented at the 4th National Head Start Research Conference. Washington, DC.

140) \*Picci, G., Bader-Tables, R., Mendoza, D., & **Winsler**, A. (2012, June). *Early school outcomes for children with autism in a pre-K program for children with disabilities*. Poster presented at the 4th National Head Start Research Conference. Washington, DC.

139) \*Picci, G., Hutchison, L., Bader-Tables, R., Mendoza, D., & **Winsler**, A. (2012, June). *Typically developing children in reverse mainstream pre-k programs: Academic and social outcomes in kindergarten through third grade*. Poster presented at the 4th National Head Start Research Conference. Washington, DC.

139) \*Dudding, S., Madigan, A.L., Thorvardarson, E., & **Winsler**, A. (2012, May). *Perceived parenting style, martial conflict, and child outcomes*. Poster presented at the annual meeting of the Association for Psychological Science. Chicago, Il.

138) \*LaRocque, R., Kim, Y.K., Hutchison, L., & **Winsler**, A. (2012, May). *Children’s private speech use in Head Start classrooms*. Poster presented at the annual meeting of the Association for Psychological Science. Chicago, Il.

137) [[24]](#footnote-24)\*Deutsch, A., Payne, P., Szklo-Coxe, M., Vorona, R., & **Winsler**, A. (2012, April). *Reduced sleep is associated with teen hopelessness, suicidal ideation, and substance use*. Poster presented at the National Health Promotion Summit. Washington, DC.

136) \*Deutsch, A., Szklo-Coxe, M., Vorona, R., Robinson, J., Payne, P., & **Winsler**, A. (2012, March). *Ethnic and gender differences in sleep duration between middle school and high school*. Poster presented at the National Sleep Foundation conference. Washington, DC.

135) \*Deutsch, A., & **Winsler**, A. (2012, March). *Parental attitudes regarding marijuana consumption and adolescent’s perceptions and use of marijuana*. Poster presented at the Society for Research in Adolescence conference. Vancouver.

134) \*Kim, Y.K., & **Winsler**, A. (2012, February). *Child, family, and school characteristics related to English proficiency development among four-year-old English language learners (ELLs) in Miami*. Paper presented at the SRCD Positive Minority Development conference. Tampa, FL.

133) \*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.

132) \*De Feyter, J., **Winsler**, A., & Curby, T. (2012, February). *School readiness, early achievement, and the role of English language proficiency for children in low-income immigrant families*. Paper presented at the SRCD Positive Minority Development conference. Tampa, FL.

131) \*Crane, J., **Winsler**, A. Bader-Tables, R., & Mendoza, D. (2011, August). *Preschool assessment performance, school readiness, and early academic achievement of ethnically diverse children with special educational needs*. Poster presented at the annual convention of the American Psychological Association. Washington, DC.

130) \*Ansari, A., & **Winsler**, A. (2011, May). *School readiness gains for children in poverty associated with child care type and quality*. Poster presented at the annual convention of the Association for Psychological Science. Washington, DC.

129) \*Mead, D.L., Hutchison, L.A., & **Winsler**, A. (2011, May). *Effects of kindergarten retention on children’s academic performance through third grade for ethnically diverse, low-income children*. Poster presented at the annual convention of the Association for Psychological Science. Washington, DC.

128) Zinsser, K., **Winsler**, A., & Curby, T.W. (2011, May). *Experiencing variability in child care quality and maternal sensitivity*. Poster presented at the annual convention of the Association for Psychological Science. Washington, DC.

127) \*Crane, J., **Winsler**, A. Bader-Tables, R., & Mendoza, D. (2011, May). *Continuous and discontinuous enrollment in special education through early elementary school*. Poster presented at the annual convention of the American Psychological Association. Washington, DC.

126) \*Deutsch, A., Kitsantas, A., & **Winsler**, A. (2011, May). *First-year college student time management over time: Relations with goals and GPA*. Poster presented at the annual convention of the Association for Psychological Science. Washington, DC.

125) \*Hutchison, L., Kim, Y., & **Winsler**, A. (2011, May). *Disproportionate representation of language-minority students in special education, 1st – 5th grade*. Poster presented at the annual convention of the American Psychological Association. Washington, DC.

124) \*LaRocque, B., & **Winsler**, A. (2011, March). Parent-child interaction, scaffolding, private speech, and executive functioning among children with ADHD or high functioning autism. In D. Finestone & J. Lidstone (Chairs), “*If I say so:” Current trends in research on private and inner speech*. Symposium presented at the biennial meeting of the Society for Research in Child Development. Montreal, Canada.

123) Morrissey, T., Hutchison, L., & **Winsler**, A. (2011, March). Family poverty, school absence, and academic achievement in early elementary school. In T. Morrissey & A. **Winsler** (Chairs), *Exploring mechanisms for poverty’s effects on student achievement: Proximal processes, school attendance, and neighborhood effects*. Symposium presented at the biennial meeting of the Society for Research in Child Development. Montreal, Canada.

122) \*Ansari, A., & **Winsler**, A. (2011, March). *School readiness among low-income, Latino children attending family-day care vs. center-based care*. Poster presented at the biennial meeting of the Society for Research in Child Development. Montreal, Canada.

121) \*Kim, Y., Hutchison, L., De Feyter, J.J., & **Winsler**, A. (2011, March). *Predictors of gifted placement among low-income dual language learners (DLLs) in Miami*. Poster presented at the biennial meeting of the Society for Research in Child Development. Montreal, Canada.

120) \*Simpkins, A., & **Winsler**, A.  (2011, March). *Relations between school readiness skills, elementary school characteristics, and later academic outcomes for children in poverty*. Poster presented at the biennial meeting of the Society for Research in Child Development. Montreal, Canada.

119) \*Hutchison, L.A., Kim, Y.K., De Feyter, J.J., & **Winsler**, A. (2010, August). *Disproportionate representation of Latino language-minority kindergarteners in special education*. Poster presented at the annual Conference of the American Psychological Association, San Diego, CA.

118) \*Hartman, S., Denham, S., Manfra, L., & **Winsler**, A. (2010, June). *Importance of early emotion regulation and expression for academic outcomes among low-income Latino children*. Poster presented at the Tenth Biennial Head Start National Research Conference, Washington, D.C.

117) **Winsler**, A., Hutchison, L.A., & Kim, Y.K. (2010, June). *The important role of social and behavioral competence for early elementary school performance among ethnically and linguistically diverse children in poverty*. Paper presented at the 19th National Institute for Early Childhood Professional Development, Phoenix, AZ.

116) **Winsler**, A., & LaRocque, R. (2010, June). Private speech and self-regulation among children with problems of executive functioning: Autism and ADHD. In D. Liebermann Finestone (Chair), *Private speech: A tool for cognitive self-regulation*. Paper symposium presented at the annual conference of the Jean Piaget Society. St. Louis, MO.

115) [[25]](#footnote-25)\*Kim, Y., De Feyter, J., Hutchison, L. Rioja, S., & **Winsler**, A. (2010, April) *Early child and family predictors of English language proficiency by third grade among English language learners in poverty*. Paper presented at the biennial Conference on Human Development, New York.

114) \*Kim, Y.K., Tran, H., & **Winsler**, A., (2009, May). En*glish proficiency mediates relations between preschool Spanish competence and 1st grade academic performance among English language learners in poverty*. Poster presented at the annual conference of the Association for Psychological Science, San Francisco, CA.

113) \*Hutchison, L., Hartman, S., Kim, Y., De Feyter, J. J., & **Winsler**, A. (2009, May). *Relationships between attendance patterns and school performance in kindergarten and first grade*. Poster presented at the annual conference of the Association for Psychological Science, San Francisco, CA.

112) \*De Feyter, J.J., Tran, H., & **Winsler**, A., Manfra, L., Dinehart, L.H.B., Bleiker, C., & Sembiante, S. (2009, April). *Early* academic *outcomes for children in family daycare, center-based dcare, and public school pre-k*. Poster presented at the biennial meeting of the Society for Research in Child Development. Denver CO.

111) \*Day, K., & **Winsler**, A. (2009, April). *Relations between maternal control strategies, child compliance, and private speech*. Poster presented at the biennial meeting of the Society for Research in Child Development. Denver CO.

110) \*Gray, M., & **Winsler**, A. (2009, April). *Kindergarten performance of children with autism: The role of early detection and intervention*. Poster presented at the biennial meeting of the Society for Research in Child Development. Denver CO.

109) \*D’Lima, G., & **Winsler**, A. (2009, April). *Gender and ethnic differences in first-year college students’ goal orientation, academic self-efficacy, extrinsic motivation, and intrinsic motivation.* Poster presented at the biennial meeting of the Society for Research in Child Development. Denver CO.

108) \*Tatro, N., & **Winsler** A. (2009, April). *The role of language skills and (English) phonemic awareness in predicting kindergarten outcomes in native English speakers and English-Language Learners*. Poster presented at the biennial meeting of the Society for Research in Child Development. Denver CO.

107) \*Kim, Y., & **Winsler**, A. (2009, April). *Predicting preschooler's L2 acquisition: First language, closeness with adults, teacher dominant language*. Poster presented at the biennial meeting of the Society for Research in Child Development. Denver CO.

106) \*Hutchison, L., & **Winsler**, A. (2009, April). *Relationships between parental stress and executive functioning in typically-developing children, and children with ADHD or Autism*. Poster presented at the biennial meeting of the Society for Research in Child Development. Denver CO.

105) **Winsler**, A., Hutchison, L., Bleiker, C., Manfra, L., & Hartman , S. (2009, April). *Should they stay or should they go? Predictors of kindergarten retention among ethnically- and linguistically-diverse children*. Poster presented at the biennial meeting of the Society for Research in Child Development. Denver CO.

104) \*Koury, A., Ducenne, L., & **Winsler**, A. (2009, April). *Musical experience, private speech, and self-regulation in young children*. Poster presented at the biennial meeting of the Society for Research in Child Development. Denver CO.

103) \*Manfra, L., Hartman, S.C., Dinehart, L.H.B., **Winsler**, A., Bleiker, C., Sembiante, S., Tran, H., De Feyter, J.J., & Hutchison, L. (2009, April). *Association between early school readiness assessments and later outcomes in a diverse sample of low-income children*. Poster presented at the biennial meeting of the Society for Research in Child Development, Denver, CO.

102) \*Huie, F., **Winsler**, A., & Kitsantas, A. (March, 2009). *Self-regulation and academic achievement among employed college students: Does cutting back on number of work hours help*? Poster presented at the annual meeting of the American Educational Research Association, San Diego, CA.

101) [[26]](#footnote-26)\*Johnson, J., & **Winsler**, A. (2008, June). *Toward beating the odds in preschool and beyond: Developmental and educational outcomes for young migrant children*. Poster presented at the National Head Start Research Conference. Washington, DC.

100) Tran, H., Hutchison, L., & **Winsler**, A. (2008, May). *Kindergarten retention and children’s school grades in kindergarten and 1st grade among low-income, ethnically diverse children*. Poster presented at the annual convention of the Association for Psychological Science. Chicago, IL

99) \*Hutchison, L, Crane, J., **Winsler**, A., Mendoza, D., & Bader-Tables, R. (2008, April). *How are typically developing preschool children in reverse mainstream classrooms doing on pre-academic, social skills, and behavior problems compared to typical children in regular pre-kindergarten programs*? Poster presented at the Conference on Human Development. Indianapolis, IN.

98) \*Hartman, S., & **Winsler**, A. (2007, November). *Preschool and child care practices that foster cognitive and language development among children living in poverty*. Paper presented at the annual convention of the National Association for the Education of Young Children. Chicago, IL.

97) Bleiker, C., **Winsler**, A., & Manfra, L. (2007, November). *The Miami School Readiness Project: Linking assessments at age four to outcomes in second grade*. Paper presented at the annual convention of the National Association for the Education of Young Children. Chicago, IL.

96) Koury, A.S., & **Winsler**, A. (2007, May). “*Say what?” Young children’s private speech during a self-regulation task.* Poster presented at the annual meeting of the Association for Psychological Science. Washington, DC.

95) Kitsantas, A., Huie, F., & **Winsler**, A. (2007, May). *Self-regulation and ability predictors of academic success during college*. Poster presented at the annual meeting of the Association for Psychological Science. Washington, DC.

94) \*Cooper, K., & **Winsler**, A. (2007, May). *School performance grades based on high stakes testing: Relations with student, teacher, and parent perceptions and other Indicators of elementary school quality*. Poster presented at the annual meeting of the Association for Psychological Science. Washington, DC.

93) Tran, H., Bor, E., & **Winsler**, A. (2007, May). *The importance of preschool language skills to children’s school grades*. Poster presented at the annual meeting of the Association for Psychological Science. Washington, DC.

92) \*Richard, E., & **Winsler**, A. (2007, May). *Bidirectional associations between social-emotional skills and English language learning among preschoolers*. Poster presented at the annual meeting of the Association for Psychological Science. Washington, DC.

91) \*Hartman, S.C. Johnson, J., & **Winsler**, A. (2007, May). *Preschool cognitive and language skills and kindergarten retention among ethnically-diverse, low-income children*. Poster presented at the annual meeting of the Association for Psychological Science. Washington, DC.

90) \*Kim, Y.K., & **Winsler**, A. (2007, May). *Preschool teacher's dominant language and low-income Latino preschooler's learning of English*. Poster presented at the annual meeting of the Association for Psychological Science. Washington, DC.

89) \*Hutchison, L.A., **Winsler**, A., Bernhard, J.K., & Bleiker, C. (2007, May). *Home literacy environments of low-income families: Relations with children's early literacy outcomes*. Poster presented at the annual meeting of the Association for Psychological Science. Washington, DC.

88) Bleiker, C., **Winsler**, A., & Manfra, L. (2007, May). SPARK Miami. In P. Curtis (Chair), *SPARK gets children ready for school*.Paper presented at the annual National Smart Start Conference, Greensboro, NC.

87) \*Manfra, L., Bor, E., Crane, J., Huie, F., D’Albenzio, K., Conway, C., Hartman, S.C., & **Winsler**, A. (2007, March). *The effects of speech awareness and speech instructions on children's self-talk and performance on a counting task*. Poster presented at the biennial meeting of the Society for Research in Child Development. Boston, MA.

86) [[27]](#footnote-27)\*Manfra, L., Huie, F., D’Albenzio, K., Conway, C., Bor, E., Crane, J., Hartman, S.C., & **Winsler**, A. (2007, March). *Overt and covert self-speech awareness: Data from introspective and extrospective sources*. Poster presented at the biennial meeting of the Society for Research in Child Development. Boston, MA.

85) \*Crane, J., **Winsler**, A., Manfra, L., & Hartman, S.C. (2007, March). *Developmental change over time for typical and developmentally disabled preschoolers in an urban, low-income environment*. Poster presented at the biennial meeting of the Society for Research in Child Development. Boston, MA.

84) Tran, H., Hartman, S.C., Richard, E., **Winsler**, A., Manfra, L., & Bleiker, C. (2007, March). *Mediating processes between childcare structural quality indicators and preschool outcomes in low-income, diverse families*. Poster presented at the biennial meeting of the Society for Research in Child Development. Boston, MA.

83) Bleiker, C., & **Winsler**, A. (2006, November). *Year four of the Miami School Readiness Project: Predicting reading scores and social and emotional development at the end of first grade*. Paper presented at the annual meeting of the National Association for the Education of Young Children, Atlanta, GA.

82) Bleiker, C., **Winsler**, A., Manfra, L, Pizano, A., Armbirster, J., Key, B., & Binelo, M. (2006, October). *The state of school readiness for Miami's preschoolers receiving childcare subsidies: Three years of data from the Miami School Readiness Project*. Paper presented at the annual National Black Child Development Institute, Miami, FL.

81) \*Lobo, Y., & **Winsler**, A. (2006, June). *The effects of a creative dance program on the social competence of Head Start children*. Poster presented at the Eight Head Start National Research Conference. Washington, DC.

80) Tran, H., & **Winsler**, A. (2006, June). *The impact of center provider change on the school readiness of diverse, urban, low-income preschool children in subsidized care*. Poster presented at the Eight Head Start National Research Conference. Washington, DC.

79) [[28]](#footnote-28)\*Hartman, S.C., **Winsler**, A., & Manfra, L. (2006, June). *Low-income children’s teacher-child relationships in preschool and social skills at kindergarten entry as predictors of kindergarten performance*. Poster presented at the Eight Head Start National Research Conference. Washington, DC.

78) \*Crane, J., D’Albenzio, K., & **Winsler**, A. (2006, June). *Parent-teacher agreement and child referral decisions in a subsidized childcare setting*. Poster presented at the Eight Head Start National Research Conference. Washington, DC.

77) Tran, H., **Winsler**, A. Hartman, S. C., Manfra, L., & Bleiker, C. (2006, April). *Quantity of use and impact of childcare on low-income preschooler’s socio-emotional development*. Poster presented at the Biennial Conference on Human Development. Louisville, KY.

76) \*D’Albenzio, K., Herold, J., & **Winsler**, A. (2006, April). *Preschool teacher ratings of low-income children's attachment with adults: Gender differences, ethnic differences, and links with children's performance in kindergarten*. Poster presented at the Biennial Conference on Human Development. Louisville, KY.

75) Bleiker, C., & **Winsler**, A. (2006, March). *SPARK Florida*. Paper presented at the 2006 National Smart Start Conference, Greensboro, NC.

74) **Winsler**, A., Bleiker, C., Hartman, S., Madigan, A.L., Levitt, J., & Ditlow, P. (2005, December). *Fostering school readiness among low-income, ethnically-diverse preschoolers: Kindergarten outcomes for children in Miami-Dade County's early childhood assessment/intervention program*. Paper presented at the annual convention of the National Association for the Education of Young Children. Washington, DC.

## 73) Hartman, S.C., Crane, J., McClaren, E., & Winsler, A. (2005, May). *Preschool teacher- and parent-child attachment as predictors of kindergarten performance among children in poverty*. Poster presented at the annual meeting of the American Psychological Society. Los Angeles, California.

72) Bernhard, J., **Winsler**, A., Bleiker, C., Ginieniewicz, J., & Madigan, A.L. (2005, April). *The Early Authors Program: Implementing transformative literacy in early childhood education*. Paper presented at the annual meeting of the American Educational Research Association. Montreal, CA.

71) \*Abar, B., **Winsler**, A., Kitsantas, A., & Ducenne, L. (2005, April). *Gender and ethnic differences in parenting, self-regulation, and academic achievement among first-year college students.* Paper presented at the annual meeting of the American Educational Research Association. Montreal, Canada.

70) \*Abar, B., **Winsler**, A., Feder, M., & Schunn, C. (2005, April). *Private speech and executive functioning in children with autistic spectrum disorders and ADHD*. Poster presented at the biennial meeting of the Society for Research in Child Development. Atlanta, GA.

69) \*Manfra, L., **Winsler**, A., & Hartman, S.C. (2005, April). *Relations between low-income preschoolers’ self control and language development*. Poster presented at the biennial meeting of the Society for Research in Child Development. Atlanta, GA.

68) Bleiker, C., **Winsler**, A., Cheyney, W., Bender, P., de las Posas, A., & Binelo, M. (2004, November). *Making assessments work for intervention: Year 1 report of the Miami Assessment Intervention Program.* Panel session presented at the annual convention of the National Association for the Education of Young Children, Anaheim, CA.

67) **Winsler**, A., Manfra, L., Madigan, A.L., & Feder, M. (2004. July). *Differences in child cognitive and socio-emotional outcomes and parent-teacher agreement as a function of language of assessment.* Poster presented at the annual conference of the American Psychological Association, Honolulu, Hawaii.

66) [[29]](#footnote-29)\*Manfra, L. , & **Winsler**, A. (2004. July). *Within-rater changes on children’s socio-emotional outcomes when language of assessment changes.* Poster presented at the annual conference of the American Psychological Association, Honolulu, Hawaii.

65) \*Madigan, A. L., Hartman, S., & **Winsler**, A. (2004. July). *Match/Mismatch between parent, teacher, and child language and children’s functioning.* Poster presented at the annual conference of the American Psychological Association, Honolulu, Hawaii.

64) Bleiker, C., Cheyney, W., Soden, L.R., Oliver, W., Hernandez, B., Hartman, S., & **Winsler**, A (2004. July). *Monolingual vs. dual-language developmental assessment with bilingual children.* Poster presented at the annual conference of the American Psychological Association, Honolulu, Hawaii.

63) \*Ducenne, L., Kitsantas, A., & **Winsler**, A. (2004, July). *Use of academic services and its relationship with academic performance, motivation, and learning among first-year college students.* Poster presented at the annual conference of the American Psychological Association, Honolulu, Hawaii.

62) \*Feder, M., **Winsler**, A., Bleiker, C.,& Manfra, L. (2004, July). *The positive effects of subsidized childcare on school readiness of low-income, ethnically diverse preschoolers are not moderated by child attachment.* Poster presented at the annual conference of the American Psychological Association, Honolulu, Hawaii.

61) \*Madigan, A.L., Hartman, S., & **Winsler**, A. (2004, July). *Multiple risk factors and preschoolers’ cognitive and social-emotional adjustment.* Poster presented at the annual conference of the American Psychological Association, Honolulu, Hawaii.

60) **Winsler**, A., Bleiker, C., Bender, P., Cheyney, W., & Soden, L. (2004, June). Assessing and promoting early resilience in a culturally diverse, low-income community: Overview and early insights from the Miami-Dade School Readiness Assessment/ Intervention Project*.* In F. Lamb-Parker (Chair), *Assessing and strengthening within-child protective factors to promote school readiness in preschool children*. Symposium presented at the 7th National Head Start Research Conference, Washington, DC.

59) Winsler, A., Kitsantas, A., & Ducenne, L. (2004, April). *Parenting styles and parental intrusive control as predictors of self-regulated learning, motivation, and performance among first-year college students*. Paper presented at the 18th Biennial Conference on Human Development. Washington, DC.

58) **Winsler**, A., Naglieri, J., & Manfra, L. (2004, April). *Children’s search strategies and accompanying verbal and motor strategic behavior: Developmental trends and relations with task performance among children aged 5 to 17.* Poster presented at the 18th Biennial Conference on Human Development. Washington, DC.

57) \*Manfra, L., **Winsler**, A., Feder, M., Madigan, A., & Tyler, S. (2004, April). *Relations between parenting style, and preschoolers' self-control, and language development.* Paper presented at the 18th Biennial Conference on Human Development. Washington, DC.

56) Bernhard, J., Winsler, A., Bleiker, C., Ambrister, J., Blair, & Ginieniewicz, J. (2004, April). *Authoring books as transformative literacy practice in early childhood programs.* Poster presented at the 18th Biennial Conference on Human Development. Washington, DC.

55) \*Abar, B., Feder, M., & Winsler, A. (2004, April). *Parental report of executive functioning and Wisconsin Card Sort Task performance among children with ADHD and high functioning autism.* Poster presented at the 18th Biennial Conference on Human Development. Washington, DC.

54) [[30]](#footnote-30)\*Madigan, A., **Winsler**, A., Feder, M., & Ducenne, L. (2004, April). *Self-regulation and affective expression during interactions between parents and children with ADHD, and autistic spectrum disorders.* Poster presentedat the 18th Biennial Conference on Human Development. Washington, DC.

53) Kitsantas, A., **Winsler**, A., & Ducenne, L. (2004, April). *Self-regulation and ability predictors of academic success during the first semester of college.* Paper presented at the 18th Biennial Conference on Human Development. Washington, DC.

52) **Winsler**, A. Bleiker, C., Bender, P., Cheyney, W., Manfra, L., & Madigan, A. (2004, April). *The influence of subsidized child care type and quality on child development among urban low-income children: Early findings from the Miami School Readiness Assessment and Intervention Program.* Paper presented at the 18th Biennial Conference on Human Development. Washington, DC.

51) \*Wheeler, T. L., **Winsler**, A., Chrosniak, L., & Smith, R. (2003, November). *Behavioral and neurological dose effects of methylphenidate (MPH) in the male long Evans hooded rat.* Poster presented at the 33rd annual meeting of the Society for Neuroscience, New Orleans, LA.

50) \*Chandler-Davis, K., Willson-Quayle, A., Ducenne, L., & **Winsler**, A. (2003, April). *Intrinsic motivation and task performance in low-income Latino preschoolers: Relations with home environment and language proficiency*. Poster presented at the biennial meeting of the Society for Research in Child Development, Tampa, FL.

49) \*Feder, M., **Winsler**, A., Schunn, C., & Shiflett, K. (2003, April). *Connections between language and executive functioning among children with ADHD and Autism.* Poster presented at the biennial meeting of the Society for Research in Child Development, Tampa, FL.

48) \*Manfra, L., Tyler, S., Shiflett, K., & **Winsler**, A. (2003, April). *Correction of speech errors and dysfluencies in preschool children’s private speech: Implications for metalinguistic awareness*. Poster presented at the biennial meeting of the Society for Research in Child Development, Tampa, FL.

47) **Winsler**, A. (2003, April). *Awareness, attitudes, and beliefs concerning children’s private speech: Perspectives from children, parents, and teachers* (A. Winsler, Chair). Symposium presented at the biennial meeting of the Society for Research in Child Development, Tampa, FL.

46) **Winsler**, A. Feder, M., & Way, E. (2003, April). Parental attitudes and beliefs concerning children’s private speech. Paper presented in *Awareness, attitudes, and beliefs concerning children’s private speech: Perspectives from children, parents, and teachers* (A. Winsler, Chair). Symposium presented at the biennial meeting of the Society for Research in Child Development, Tampa, FL.

45) Winsler, A., & Manfra, L. (2002, August). *Increasing student learning, technology use, and computer skills via use of WebCT in an undergraduate child development course: A pre-post course evaluation study.* Poster presented at the annual convention of the American Psychological Association. Chicago, Il.

44) Winsler, A., & Naglieri, J.A. (2002, April). *Overt and covert verbal problem-solving strategies: Developmental trends in use, awareness, and relations with task performance in children age 5 to 17.* Paper presented at the Biennial Conference on Human Development. Charlotte, NC.

43) \*Shiflett, K., Winsler, A., & Schunn, C. (2002, April). *Parenting style and parenting stress among children with executive and self-regulatory problems.* Poster presented at the Biennial Conference on Human Development. Charlotte, NC.

42) \*Way, E., Karas, T., Madigan, A., Tyler, S., & **Winsler**, A. (2002, April). *Video game playing, parental monitoring, and children’s academic performance and behavior problems.* Poster presented at the Biennial Conference on Human Development. Charlotte, NC.

41) [[31]](#footnote-31)\*Chandler, K.D., & Winsler, A. (2002, April). *Rewards and punishments for school performance by parents and teachers: Gender and ethnic differences and relations with achievement motivation*. Poster presented at the Biennial Conference on Human Development. Charlotte, NC.

40) \*Feder, M., Winsler, A., & Schunn, C. (2002, April). *Executive functioning in children with ADHD, High Functioning Autism, and controls: Parent report and Tower of Hanoi performance*. Poster presented at the Biennial Conference on Human Development. Charlotte, NC.

39) \*Manfra, L., Winsler, A., Chandler, K.D., & Ducenne, L. (2002, April). *Preschool children’s spontaneous use of verbal strategies for delaying gratification*. Poster presented at the Biennial Conference on Human Development. Charlotte, NC.

38) \*Ducenne, L., Chandler, K.D., Manfra, L., Karas, T.L., & Winsler, A. (2002, April). *Preschoolers’ nonverbal strategies during a delay task.* Poster presented at the Biennial Conference on Human Development. Charlotte, NC.

37) \*Caverly, S., Neal, K., & Winsler, A. (2002, April). *Sibling influences on pragmatic language development.* Poster presented at the Biennial Conference on Human Development. Charlotte, NC.

36) \*Caverly, S., Denham, S.A., Winsler, A., & Sarampote, N. (2002, April). *Social competence and siblings: Do they*

 *make a difference?.* Poster presented at the Biennial Conference on Human Development. Charlotte, NC.

35) \*Madigan, A.L., Thorvardarson, E., & **Winsler**, A. (2001, August). *Correspondence between maternal and paternal parenting: Implications for child outcomes.* Paper presented at the annual meeting of the American Psychological Association, San Francisco, CA.

34) \*Manfra, L., Thorvardarson, E., Ducenne, L., & **Winsler**, A. (2001, August). *Marital satisfaction, job satisfaction, parenting style, and child peer/academic competence.* Paper presented at the annual meeting of the American Psychological Association, San Francisco, CA.

33) \*Feder, M., Manfra, L., Thorvardarson, E., & **Winsler**, A. (2001, June). *Relations between maternal and paternal views of child behavior.* Paper presented at the annual conference of the American Psychological Society, Toronto, CA.

32) **Winsler**, A., Willson-Quayle, A., Wallace, B. A., & Carlton, M.P. (2001, April). *Private speech and self-regulation in the preschool years: Change over time and relations with children’s behavior at home and school*. Paper presented at the biennial meeting of the Society for Research in Child Development, Minneapolis, MN.

31) \*Manfra, L., **Winsler**, A., Wallace, G.L., Willson-Quayle, A., Shami, M., & Thorvardarson, E. (2001, April). *Relations between preschool children’s social competence and social and private speech.* Paper presented at the biennial meeting of the Society for Research in Child Development, Minneapolis, MN.

30) \*Wallace, G.L., **Winsler**, A., Shami, M., Willson-Quayle, A., & Rorrer, A. (2000, August). *Private speech, self-regulation, and behavior problems at home and preschool.* Paper presented at the annual conference of the American Psychological Association. Washington, DC.

29) \*Willson-Quayle, A., **Winsler**, A., Chandler, K.D., Kim, E., Ducenne, L., Shami, M., Grubba, J., Manfra, L., Maradiaga, J., & Thorvardarson, E. (2000, July). *How much teacher direction is best for promoting low-income Latino preschoolers’ learning, motivation, and private speech? A controlled experiment.* Paper presented at the Fifth National Head Start Research Conference, Washington, DC.

28) \*Manfra, L., **Winsler**, A., Shami, M., Willson-Quayle, A., Wallace, G.L., Thorvardarson, E., Carlton, M.P., & Ford, M.E. (2000, April). *Relations between parenting style and children’s private speech and motivation during problem solving.* Paper presented at the Biennial Conference on Human Development, Memphis, TN.

27) \*Thorvardarson, E., **Winsler**, A., Maradiaga, J.A., Wallace, G.L., Shami, M., & Willson-Quayle, A. (2000, April). *Relations between children’s private speech, affect, and task performance during problem solving.* Paper presented at the Biennial Conference on Human Development, Memphis, TN.

26) [[32]](#footnote-32)\*Wallace, G. L., & **Winsler**, A. (1999, June). *Parent and teacher agreement on preschool children's behavior problems and social skills.* Paper presented at the annual meeting of the American Psychological Society, Denver, CO.

25) **Winsler**, A., De León, J.R., Wallace, B., Carlton, M.P., Howell, C., & Long, G.N. (1999, April). *Developmental stability and across-task generalizability of children's private speech during the preschool years.* Paper presented at the biennial meeting of the Society for Research in Child Development, Albuquerque, NM.

24) **Winsler**, A., Willson-Quayle, A., Caverly, S.L., Carlton, M.P., Long, G.N., & Howell, C. (1999, April). *The social and behavioral ecology of mixed-age and same-age preschool classrooms: A natural experiment.* Paper presented at the biennial meeting of the Society for Research in Child Development, Albuquerque, NM.

23) \*Wallace, B.A., **Winsler**, A., & Nesmith, P. (1999, April). *Factors associated with success for college students with ADHD: Are standard accomodations helping?.* Paper presented at the annual conference of the American Educational Research Association, Montreal, Quebec, CA.

22) \*Srokowski, S., **Winsler**, A., Rines, O.A., & Clark, R.V. (1998, May). *Correspondence between maternal and paternal parenting styles*. Paper presented at the annual conference of the American Psychological Society. Washington, DC.

21) \*Carlton, M.P., & **Winsler**, A. (1998, April). *On the translation of theory into practice: Children’s learning activities in a child-centered preschool and their relation to teacher’s perceptions*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

20) **Winsler**, A., de León, J.R., Carlton, M.P., Barry, M.J, Jenkins, T. M., & Carter, K.L. (1997, April). *Components of self-regulation in the preschool years: Developmental stability, validity, and relationship to classroom behavior.* Paper presented at the biennial meeting of the Society for Research in Child Development, Washington, DC. (ERIC Doc. # 413 058)

19) **Winsler**, A., Diaz, R. M., McCarthy, E. M., & Bird, R. L. (1997, April). *Two-year follow-up of preschool children at-risk for ADHD: Verbal self-regulation and speech-action coordination.* Paper presented at the biennial meeting of the Society for Research in Child Development, Washington, DC. (ERIC Doc. # 413 057)

18) **Winsler**, A., Carlton, M. P., & Barry, M.J. (1997, March). *Children's systematic use of private speech in early childhood classrooms.* Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL. (ERIC Doc. # 411 565)

17) **Winsler**, A., Diaz, R.M., & Espinosa, L. (1997, March). *Learning a second language does not mean losing the first: A replication and follow up of bilingual language development in Spanish-speaking children attending bilingual preschool.* Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL. (ERIC Doc. # 412 768)

16) \*Phillips, D. M., Riccio, C.A., **Winsler**, A., Harrison, P. L., Iran-Nejad, A., Cound, D., & Carter, K. (1996, August). *Teachers' needs from the field of school psychology.* Paper presented at the annual meeting of the American Psychological Association, Toronto, Ontario, Canada.

15) \*Cound, J. D., Iran-Nejad, A., **Winsler**, A., Harrison, P. L., Riccio, C. A., & Carter, K. (1996, August). *Meeting teachers' needs from the field of educational psychology.* Paper presented at the annual meeting of the American Psychological Association, Toronto, Ontario, Canada.

14) \*Chen, W., **Winsler**, A., & Rovegno, I. (1996, April). *Preservice teachers' construction of pedagogical content knowledge for teaching physical education.* Paper presented at the annual meeting of the American Alliance for Health, Physical Education, Recreation, and Dance. Atlanta, GA.

13) **Winsler**, A., Carter, K. L., & Speed, S. K. (1996, March). *Parent-child interaction in ADHD children: The social origins of self-regulation.* Paper presented at the biennial Conference on Human Development. Birmingham, AL.

12) [[33]](#footnote-33)\*Seagraves, M., & **Winsler**, A. (1996, March). *Successful academic intervention for the prevention of juvenile crime.* Paper presented at the annual meeting of the National Association of School Psychologists, Atlanta, GA.

11) **Winsler**, A., O'Hara Gordon, A., & Feldman, A. (1995, April). *The self-regulatory quality of private speech in ADHD children*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

10) McCarthy, E. M., Diaz, R. M., Bird, R. L., & **Winsler**, A. (1995, April). *A longitudinal study of private speech and working memory in five-year-olds at risk for attention deficit hyperactivity disorder.* Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

9) **Winsler**, A., Diaz, R.M., McCarthy, E.M., Bird, R.L., & Feldman, A. (1995, March). *Early verbal self-regulation in children at-risk for attention deficit hyperactivity disorder.* Paper presented at the biennial meeting of the Society for Research in Child Development, Indianapolis, IN.

8) **Winsler**, A. (1995a, March). *Motivating the reluctant ADHD child: Is it that they can't achieve, don't achieve, or won't achieve?* Paper presented at the annual meeting of the Association for the Education of Gifted Underachieving Students, Birmingham, AL.

7) Diaz, R. M., & **Winsler**, A. (1994, April). *Eliciting spontaneous private speech*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

6) Feldman, S. S., Araujo, K., & **Winsler**, A. (1994, February). The relationship context: Its differential effect on sexual attitudes and behaviors. In J. Coleman & S.S. Feldman (Chairs), *Sexuality and interpersonal relationships*. Symposium conducted at the annual meeting of the Society for Research on Adolescence. San Diego, CA.

5) **Winsler**, A. (1993, March). *The social interactions and task activities of young children in mixed-age and same-age classrooms: An observational study.* Paper presented at the biennial meeting of the Society for Research in Child Development, New Orleans, LA.(ERIC Doc. # 356 074)

4) **Winsler**, A., & Diaz, R. M. (1992, April). *Private speech in the classroom: The effects of activity type, presence of others, classroom context, and mixed-age grouping.* Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA. (ERIC Doc. # 346 521)

3) Pease-Alvarez, L., Hakuta, K., Kuwahara, Y. L., Rodriguez, J. L., Silva, G. J., Whitenack, D., & **Winsler**, A. (1992, April). *Language maintenance and shift in a Mexican immigrant community.* Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

2) **Winsler**, A. (1992b, March). "*Los dos son importantes:" Investigating bilingual maintenance and language shift in a Mexican-immigrant community.* Paper presented at the annual meeting of the National Association for Chicano Studies, San Antonio, TX.

1) **Winsler**, A., Atencio, D. J., & Diaz, R. M. (1991, April). *Self-regulation training and private speech in impulsive preschoolers.* Paper presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA. (ERIC Doc. # 333 989) (Also presented at the annual meeting of the Western Psychological Association, San Francisco, CA. - April, 1991)

Regional Conferences:

29) **Winsler**, A. (2018, February). *Grade Retention in Elementary School: Who is held back and does it help them?* Presentation for the Forum @DC. Washington, DC.

28) \*Tavassolie, T., & **Winsler**, A. (2018, May). *Migrant preschool children’s school readiness and early elementary school performance.* Paper presented at the University of Maryland Diversity Conference. College Park, MD.

27) \*Dudding, S.M., & **Winsler**, A. (2011, April). *Perceived parenting style, martial conflict, and child outcomes*. Poster presented at the L. Starling Reid UVA Undergraduate Psychology Conference, Charlottesville, VA.

26) \*Hutchison, L.A., & Winsler, A. (2011, March). *Relations between parenting stress and parenting style for children diagnosed with attention deficit hyperactivity disorder or autistic spectrum disorder.* Paper presented at the annual conference of the Virginia Social Science Association. Norfolk, VA.

25) \*Cambridge-Williams, T., & **Winsler**, A. (2010, April). *University 100: Examining the effect of a first-year program on self-efficacy, self-regulation, help seeking, retention, and graduation*. Poster presented at the L. Starling Reid UVA Undergraduate Psychology Conference, Charlottesville, VA.

24) Ansari, A., & **Winsler**, A. (2010, April). *School readiness among low-income, Latino children attending*

*family-day care vs. center-based care*. Paper presented at the L. Starling Reid UVA Undergraduate Psychology Conference, Charlottesville, VA.

23) [[34]](#footnote-34)\*Tatro, N., **Winsler**, A., & Kitsantas, A. (2009, March). *Will I stay or will I go? The developmental nature of motivation and self-regulation factors in predicting college student drop-out*. Poster presented at the annual conference of the Eastern Psychological Association. Pittsburgh, PA.

22) \*Koury, A., & **Winsler**, A. (2007, April). *Say what?” Young children’s private speech during a self-regulation task*. Poster presented at the L. Starling Reid UVA Undergraduate Psychology Conference, Charlottesville, VA.

21) \*Huie, F., **Winsler**, A., & Chrosniak, L. (2006, March). *Motivation, self-regulation, and academic performance in working college students*. Poster presented at the annual meeting of the Eastern Psychological Association. Baltimore, MD.

20) \*Tatro, N.A., Tran, H., **Winsler**, A., Huie, F., Bor, E., Evans, S., & Payne, P. (2006, March). *Rise and shine: When teenage sleep needs and early school start times conflict*. Poster presented at the annual meeting of the Eastern Psychological Association. Baltimore, MD.

19) \* Espinoza, L., & **Winsler**, A., (2004, February). *Motivational profiles that characterize students who are and are not performing well in their first year of college*. Poster presented at the Colonial Academic Alliance Undergraduate Research Conference. Wilmington, DE.

18) Chandler, K., & **Winsler**, A. (2001, April). *Rewards and punishments for academicperformance and students' academic achievement and motivational orientation*. Poster presented at the annual conference of the Eastern Psychological Association, Washington, DC.

17) \*Ducenne, L., Carter, K.L., Manfra, L., & **Winsler**, A. (2001, April). *Family structure, religiousity, and behavioral outcomes in African-American parochial college students*. Poster presented at the annual conference of the Eastern Psychological Association, Washington, DC.

16) \*Karas, T., & **Winsler**, A. (2001, April). *Children's video game playing, academic performance, and externalizing behavior problems*. Poster presented at the annual conference of the Eastern Psychological Association, Washington, DC.

15) \*Maradiaga, J.A., Grubba, J., **Winsler**, A., & Wallace, G. (2000, March). *Self-perceived competence among preschool children in relation to teacher-perceived competence*. Paper presented at the annual conference of the Eastern Psychological Association. Baltimore, MD.

14) \*Howell, C., Long, G. N., & **Winsler**, A. (1997b, Nov). *Teaching non-English speaking children in an English speaking preschool*. Paper presented at the annual meeting of the Georgia Association for the Education of Young Children. Atlanta, GA.

13) \*Wallace, B., **Winsler**, A., & Rice, M.L. (1997, June). *Using sound learning theory in the design of intelligent computer assisted instruction*. Paper presented at the annual Alabama Educational Technology Conference, Birmingham, AL.

12) \*Howell, C., Long, G. N., & **Winsler**, A. (1997a, March). *Teaching non-English speaking children in an English speaking preschool*. Paper presented at the annual meeting of the Alabama Association for Young Children. Athens, AL.

11) **Winsler**, A. (1996, November). *Self-regulation and motivation in education*. Symposium presented at the annual meeting of the Mid-South Educational Research Association, Tuscaloosa, AL.

10) \*de León J. R., & **Winsler**, A. (1996, November). *Fostering self-regulation in the preschool years: Activities for teachers and parents*. Paper presented at the annual meeting of the Mid-South Educational Research Association, Tuscaloosa, AL.

9) \*Carter, K.L., & **Winsler**, A. (1996, November). *Internalization of religious values at home and at school: Implications for behavioral self-regulation and self-determination in adolescence and young adulthood*. Paper presented at the annual meeting of the Mid-South Educational Research Association, Tuscaloosa, AL.

8) \*Wallace, B., & **Winsler**, A. (1996, November). *A new model for understanding ADHD and effective, multimodal intervention*. Paper presented at the annual meeting of the Mid-South Educational Research Association, Tuscaloosa, AL.

7) \*Barstow, L., & **Winsler**, A. (1996, March). *Imaginary audience perceptions and self-consciousness in first-year college students.* Paper presented at the annual meeting of the Southeastern Psychological Association, Norfolk, VA.

6) [[35]](#footnote-35)\*King, T., & **Winsler**, A. (1996, March). *Language delay and self-esteem in hearing-impaired children: Implications for educational placement.* Paper presented at the annual meeting of the Southeastern Psychological Association, Norfolk, VA.

5) **Winsler**, A. (1995b, November). *The interaction of social and biological causes in attention deficit hyperactivity disorder (ADHD)*. Paper presented at the annual meeting of the Mid-South Educational Research Association, Biloxi, MS.

4) **Winsler**, A., Carter, K. L., & Speed, S. K. (1995, November). *Internalization of private speech in ADHD and normal boys*. Paper presented at the annual meeting of the Mid-South Educational Research Association, Biloxi, MS.

3) **Winsler**, A. (1994b, November). *Promoting verbal self-regulatory skills in ADHD children*. Paper presented at the annual meeting of the Mid-South Regional Conference on Psychology in the Schools, Huntsville, AL.

2) **Winsler**, A. (1992c, April). *Chaos or cooperation?: What do you get when you mix pre-kindergarteners, kindergarteners, and 1st-graders in one classroom*? Workshop given at the annual conference of the Peninsula Chapter of the National Association for the Education of Young Children, Los Altos, CA.

1) Diaz, R. M., **Winsler**, A., & Atencio, D. J. (1990, March). *The origins of self-direction in the preschool years.* Workshop given at the annual conference of the Peninsula Chapter of the National Association for the Education of Young Children, Santa Clara, CA.

Invited (non refereed) Presentations/Workshops/Key Note Addresses:

97) Winsler, A. (2022, May). *Everything you need to know to get your paper published in top English journals in early childhood, education, and psychology.* Workshopgiven at the University of Rijeka, Croatia.

96) Winsler, A. (2022, May). *Exploratory data analysis techniques, safe statistics, and dealing with missing and*

*nested data.* Workshopgiven at the University of Rijeka, Croatia.

95) Winsler, A. (2022, May). *School Readiness, Kindergarten Retention, and the Long-Term Effects of Pre-K programs: Insights from the Miami School Readiness Project*. Presentation given at the University of Rijeka, Croatia.

94) Winsler, A. (2022, May). *Everything you need to know to get your paper published in top English journals in language, education, and psychology.* Workshopgiven at the University of Innsbruck and the University College of Teacher Education, Tyrol. Innsbruck Austria.

93) Winsler, A. (2022, May). *Exploratory data analysis techniques, safe statistics, and dealing with missing and*

*nested data.* Workshopgiven at the University of Innsbruck and the University College of Teacher Education, Tyrol. Innsbruck Austria.

92) Winsler, A. (2022, May). *Becoming Bilingual in Miami: Predictors and Outcomes of English Acquisition for Young Dual Language Learners in Poverty*. Presentation given at the University of Innsbruck and the University College of Teacher Education, Tyrol. Innsbruck Austria.

91) Winsler, A. (2020, January). *Becoming Bilingual in Miami: Predictors and Outcomes of English Acquisition for Young Dual Language Learners and Immigrant Children*. Keynote address given at the International Symposium: External and Internal Variables Affecting (Language) Learning Processes. University of Hildesheim, Hildesheim, Germany.

90) Winsler, A. (2018, September). *Private speech, self-regulation, executive functioning, and bilingualism*. Presentation given to the University of Leipzig Department of Educational Psychology. Leipzig, Germany.

89) Winsler, A. (2018, August). *Becoming Bilingual in Miami: Predictors and Outcomes of English Acquisition for Young Dual Language Learners in Poverty*. Keynote address given at the Bilingual Education Research Conference (BERC): Max Planck Institute for Human Development, Berlin Germany.

88) Winsler, A. (2018, June). *Private Speech, Scaffolding, and Self-Regulation in Typical Children and Children with ADHD or Autism*. Keynote address given at the Promoting Psychological Wellbeing in Schools: Clinical and Research Perspectives. University of Calabria, Italy.

87) Winsler, A. (2018, April). *Early Childhood Education: What components make the difference?*

Workshop provided at the Virginia VPI Coordinator Institute, Staunton, VA.

86) Winsler, (2017, December). *Selected Results from the Miami School Readiness Project.* Workshop provided at the first Higher Education Research Design and English Paper Writing in Early Childhood Education Conference. Chinese University of Hong Kong, Shenzhen, China.

85) Winsler, (2017, December). *Sustained Effects of Pre-K Programs vs. Fade Out: Be Careful What You Wish for.*

Workshop provided at the first Higher Education Research Design and English Paper Writing in Early Childhood Education Conference. Chinese University of Hong Kong, Shenzhen, China.

84) Winsler, (2017, December). *Exploratory data analysis techniques, safe statistics, and dealing with missing and*

*nested data.* Workshop provided at the first Higher Education Research Design and English Paper Writing in Early Childhood Education Conference. Chinese University of Hong Kong, Shenzhen, China.

83) Winsler, (2017, December). *Current Trends in Research on Early Childhood Education and Child Development (in the USA)*. Workshop provided at the first Higher Education Research Design and English Paper Writing in Early Childhood Education Conference. Chinese University of Hong Kong, Shenzhen, China.

82) Winsler, (2017, December). *How to submit research papers to high-quality English journals: All you need you know about peer review*. Workshop provided at the first Higher Education Research Design and English Paper Writing in Early Childhood Education Conference. Chinese University of Hong Kong, Shenzhen, China.

81) Winsler, (2017, December). *Effective Research Paper Writing and English and APA Writing Tips*. Workshop provided at the first Higher Education Research Design and English Paper Writing in Early Childhood Education Conference. Chinese University of Hong Kong, Shenzhen, China.

80) Winsler, A. (2017, May). *Everything you need to know about peer review: How to get your paper published in a top journal*. Presentation given at the Responsible Conduct of Research workshop George Mason University, Fairfax, VA.

79) Winsler, A. (2017, January). *Everything you need to know about peer review: How to get your paper published in a top journal*. Presentation given at the George Mason University Faculty Writing Retreat, Fairfax, VA.

78) Winsler, A. (2016, October). *Bidirectional relations between early childhood bilingualism and academic, behavioral, and social competence among low-income immigrant, English language learners in Miami, USA*. Presentation given at the George Mason University Linguistics Program Colloquia Series. Fairfax, VA.

77) Winsler, A. (2016, March). *The Strengths of Bilingualism, Dual Language Learners, and Immigrant Families: School Readiness, Executive Functioning, and Early School Performance and Behavior*. Presentation given at the Osher Life-Long Learning Center, Fairfax, VA.

76) Winsler, A. (2015, June). *Private Speech, Scaffolding, and Self-Regulation in Typically Developing Children and Children with ADHD and ASD*. Presentation given at the Kids Connect. Hong Kong, China.

75) Winsler, A. (2015, June). *How to Scaffold Children's Learning and Development*. Presentation given at the Hong Kong Institute of Education. Hong Kong, China.

74) Winsler, A. (2015, June). *The Strengths of Bilingualism, Dual Language Learners, and Immigrant Families: School Readiness, Executive Functioning, and Early School Performance and Behavior in the Context of the USA*. Presentation given at the Hong Kong Institute of Education. Hong Kong, China

73) Winsler, A. (2015, June). *Exploratory data analysis techniques, safe statistics, and dealing with missing and nested data*. Workshop given at the Hong Kong Institute of Education. Hong Kong, China.

72) Winsler, A. (2015, June). *Childcare, School Readiness, Grade Retention, English Language Acquisition, and Early School Performance Among Ethnically Diverse, Dual-Language Learner, Immigrant Children in Poverty: Results from the Miami School Readiness Project (MSRP)*. Workshop given at the Hong Kong Institute of Education. Hong Kong, China.

71) Winsler, A. (2015, June). *Private Speech, Scaffolding, and Self-Regulation in Typical developing Children and Children with ADHD and ASD*. Presentation given at the Center for Early Childhood Education and Child Development, University of Macau, Macau.

70) Winsler, A. (2015, May). *Private Speech, Scaffolding, and Self-Regulation in Young Children*. Keynote address to be given at the 2015 Neuroscience and Early Childhood Education Symposium. Zhejiang Normal University, Hangzhou, China.

69) Winsler, A. (2015, April). Long-Term Outcomes for Early Childhood Programs, *School Readiness, High-Stakes Tests, Retention, and English Language Acquisition Among Ethnically Diverse, Immigrant Children in Poverty: Selected Results from the Miami School Readiness Project.* Presentation given to the Human Resources Research Organization (HumRRO), Alexandria, VA.

68) Winsler, A. (2014, October). *Secondary Analyses of the ECLS-B*. Paper presented at the Center for Early Care and Education Research – Dual Language Learners Summit. OPRE. Washington, DC.

67) Winsler, A. (2014, September). *Childcare, School Readiness, Kindergarten Retention, English Language Acquisition, and Early School Performance Among Ethnically Diverse, Immigrant Children in Poverty: Results from the Miami School Readiness Project (MSRP).* Presentation given to the Community Psychology Program, Department of Psychology, University of Virginia, Charlottesville, VA.

66) Winsler, A. (2014, August). *Childcare, School Readiness, English Language Acquisition, and Early School Performance Among Dual Language Learner, Immigrant Children in Poverty: Results from the Miami School Readiness Project (MSRP)*. Presentation given to the Abt Associates, Washington DC.

65) Winsler, A. (2014, June). *Private speech, scaffolding, and self-regulation in young children*. Presentation given at the Hong Kong Institute of Education, Hong Kong, China.

64) Winsler, A. (2014, June). *Publishing and reviewing in top-flight peer-reviewed journals: A mentoring workshop for early-career (and seasoned researchers)*. Workshop presented at the Hong Kong Institute of Education, Hong Kong, China.

63) Winsler, A. (2014, June). *Childcare, School Readiness, Kindergarten Retention, English Language Acquisition, and Early School Performance Among Ethnically Diverse, Immigrant Children in Poverty: Results from the Miami School Readiness Project (MSRP)*. Presentation given to the Faculty of Education, University of Macau, China.

62) Winsler, A. (2014, June). *Childcare, School Readiness, Kindergarten Retention, English Language Acquisition, and Early School Performance Among Ethnically Diverse, Immigrant Children in Poverty: Results from the Miami School Readiness Project (MSRP)*. Presentation given to South China Normal University, Guangzhou, Guandong Province, China.

61) Winsler, A. (2014, June). *Private speech, scaffolding, and self-regulation in young children*. Presentation given at Hunan Normal University, Changsha, Hunan Province, China.

60) Winsler, A. (2014, June). *Publishing and reviewing in top-flight peer-reviewed journals: A mentoring workshop for early-career (and seasoned researchers)*. Workshop presented at Changsha Normal University, Changsha, Hunan Province, China.

59) Winsler, A. (2014, June). *Publishing and reviewing in top-flight peer-reviewed journals: A mentoring workshop for early-career (and seasoned researchers)*. Workshop presented at Zhejiang Normal University, Hangzhou, Zhejiang Province, China.

58) Winsler, A. (2014, June). *Childcare, School Readiness, Kindergarten Retention, English Language Acquisition, and Early School Performance Among Ethnically Diverse, Immigrant Children in Poverty: Results from the Miami School Readiness Project (MSRP)*. Presentation given to Zhejiang Normal University, Hangzhou, Zhejiang Province, China.

57) Winsler, A. (2014, June). *Private speech, scaffolding, and self-regulation in young children*. Presentation given at East China Normal University, Shanghai, China.

56) Winsler, A. (2014, June). *Publishing and reviewing in top-flight peer-reviewed journals: A mentoring workshop for early-career (and seasoned researchers)*. Workshop presented at East China Normal University, Shanghai, China.

55) Winsler, A. (2014, June). *Private speech, scaffolding, and self-regulation in young children*. Presentation given to Liaoning Normal University, Dalian, Liaoning Province, China.

54) Winsler, A. (2014, June). *Childcare, School Readiness, Kindergarten Retention, English Language Acquisition, and Early School Performance Among Ethnically Diverse, Immigrant Children in Poverty: Results from the Miami School Readiness Project (MSRP)*. Presentation to be given at the Research Institute for Early Childhood Education (RIECE) Shandong Yingcai University. Jinan, Shandong, China.

53) Winsler, A. (2014, June). *Publishing and reviewing in top-flight peer-reviewed journals: A mentoring workshop for early-career (and seasoned researchers)*. Workshop presented at the Research Institute for Early Childhood Education (RIECE) Shandong Yingcai University. Jinan, Shandong, China.

52) Winsler, A. (2014, June). *The reality and future of early childhood research in America: Topics, methods, and trends*. Keynote address given to the 1st Sino-American early childhood research exchange summit. Jinan, Shandong, China.

51) Winsler, A. (2013, May). *Private speech, scaffolding, and self-regulation in young children*. Presentation given to the Early Childhood Program, Faculty of Education, Monash University - Frankston, Victoria, Australia.

50) Winsler, A. (2013, May). *Private speech, scaffolding, and self-regulation in typical children and children with ADHD and/or autism*. Presentation given to the Murdoch Children’s Research Institute, Royal Children’s Hospital. Melbourne, Victoria, Australia.

49) Winsler, A. (2013, May). *Publishing and reviewing in top-flight peer-reviewed journals: A mentoring workshop for early-career (and seasoned researchers)*. Workshop presented at the Early Childhood Program, Faculty of Education, Monash University - Frankston, Victoria, Australia.

48) Winsler, A. (2013, April). *Publishing and reviewing in top-flight peer-reviewed journals: A mentoring workshop for early-career (and seasoned researchers)*. Workshop presented for the Faculty of Teacher Education, Charles Sturt University - Albury, New South Wales, Australia.

47) Winsler, A. (2013, April). *Short- and long-term effects of a culturally sensitive preschool literacy program: The Early Authors Program (EAP) in Miami-Dade County Florida, USA*. Presentation given for the Pedagogies for Educational Transitions Program. Faculty of Teacher Education, Charles Sturt University - Albury, New South Wales, Australia.

46) Winsler, A. (2013, April). *Long-term associations between children's school readiness and later outcomes in school, and long-term effects of a culturally sensitive preschool literacy intervention: Results from the Early Authors Program and the Miami School Readiness Project****.*** Presentation given for the Faculty of Teacher Education, Charles Sturt University - Dubbo, New South Wales, Australia.

45) Winsler, A. (2013, April). *Private speech, scaffolding, and self-regulation in typical children and children with ADHD and/or autism****.*** Presentation given for the Faculty of Teacher Education, Charles Sturt University - Dubbo, New South Wales, Australia.

44) Winsler, A. (2013, March). *Publishing and reviewing in top-flight peer-reviewed journals: A mentoring workshop for early-career (and seasoned researchers)*. Workshop presented for the Faculty of Teacher Education, Charles Sturt University - Bathurst, New South Wales, Australia.

43) Winsler, A. (2013, March). *Private speech, scaffolding, and self-regulation in young children with and without problems of executive function****.*** Presentation given for the Faculty of Teacher Education, Charles Sturt University - Bathurst, New South Wales, Australia..

42) Winsler, A. (2013, March). *Child, Family, and Childcare Predictors of Delayed School Entry and Kindergarten Retention Among Linguistically and Ethnically Diverse Children - Overview of the Miami School Readiness Project (MSRP) - Behind the Scenes Evolution of a Project from a Big Data Set to Data Organization, Analyses, and Peer Review.* Workshop presented for the Faculty of Teacher Education Writing Workshop, Charles Sturt University - Bathurst, New South Wales, Australia.

41) Winsler, A. (2013, March). *Publishing and reviewing in top-flight peer-reviewed journals: A mentoring workshop for early-career (and seasoned researchers)*. Workshop presented for the School of Psychological Science, University of Melbourne, Victoria, Australia.

40) Winsler, A. (2013, March). *Overview of the Miami School Readiness Project (MSRP): Reflections on Large-Scale
University-Community Partnerships*. Presentation given for the Early Years Education CRN Leadership Planning Meeting

Sydney, NSW, Australia.

39) Winsler, A. (2013, February). *Publishing and reviewing in top-flight peer-reviewed journals: A mentoring workshop for early-career (and seasoned researchers)*. Workshop presented for the School of Early Childhood, Queensland University of Technology. Brisbane, Queensland, Australia.

38) Winsler, A. (2013, February). *Private speech, scaffolding, and self-regulation in young children with and without problems of executive function****.*** Presentation given for the School of Early Childhood, Queensland University of Technology. Brisbane, Queensland, Australia.

37) Winsler, A. (2012, April*). Early school transitions and trajectories for low-income Dual Language Learners (DLLs) in Miami: Immigration, retention, childcare, social skills, and English proficiency.* Presentation given for the Center for Children, Relationships, and Culture Seminar Series, University of Maryland, MD.

36) Winsler, A. (2012, April*). Early school transitions and trajectories for low-income Dual Language Learners (DLLs) in Miami: Immigration, retention, childcare, social skills, and English proficiency.* Presentation given to the Board of Directors, Early Learning Coalition of Miami-Dade/Monroe. Miami, FL.

35) Winsler, A. (2012, March*). Child Private Speech and Self-Regulation.* Workshop given at the George Mason University Child Development Center’s Professional Development Day, Fairfax, VA.

34) Winsler, A. (2010, March*). Private Speech, Self-Regulation, and Parent-Child Scaffolding among Children with Problems of Executive Functioning: Autism and ADHD. Present*ation given at University of Waterloo. Waterloo, Ontario, Canada.

33) Winsler, A. (2010, March). *School readiness, kindergarten retention, center stability, and the long-term predictability of preschool assessments for ethnically and linguistically diverse, largely immigrant children in poverty: Early lessons learned from the Miami School Readiness Project.* Presentation given at Child Trends. Washington, DC.

32) Winsler, A. (2009, October). *School readiness, kindergarten retention, center stability, and the long-term predictability of preschool assessments for ethnically and linguistically diverse, largely immigrant children in poverty: Early lessons learned from the Miami School Readiness Project.* Presentation given at Westat, Inc. Washington, DC.

31) Winsler, A. (2007, October). *Assessing and reducing risk for the transition to school among diverse children in poverty attending early childhood programs: The Miami School Readiness Project.* Presentation given as part of the speaker series for the IES Interdisciplinary Training Center. University of Miami. Miami, FL.

30) Winsler, A. (2007, October). *Assessing and reducing risk for the transition to school among diverse children in poverty attending early childhood programs: The Miami School Readiness Project.* Presentation given as part of the Risk and Prevention Speaker Series. IES Interdisciplinary Training Center. University of Virginia. Charlottesville, VA.

29) Winsler, A. (2007, June). “*So THIS is why we do child assessments ”Useful results from Monroe County Creative Curriculum and DECA assessments.* Workshop given at the 15th annual Wesley House Family Services Spring Conference. Duck Key, FL.

28) Winsler, A. (2006, October). *The ABC’s of ADHD: Understanding Attention Deficit Hyperactivity Disorder in the early childhood classroom.* Workshop given for Alexandria Head Start. Alexandria, VA.

27) Winsler, A., & Hartman, S. (2006, February). *Fostering school readiness and successful school transitions:
Assessment, intervention, and outcomes for children attending (REM) childcare centers in Miami-Dade County*. Workshop given at the REM Learning Center. Miami, FL.

26) Winsler, A. (2006, February). *Fostering successful transitions to school in Miami-Dade: Yr3 (2004-2005) report to the*

*Board of the Early Learning Coalition of Miami-Dade/Monroe assessment and intervention programs*. Presentation given to the Board of Directors, Early Learning Coalition of Miami-Dade/Monroe. Miami, FL.

25) Winsler, A. (2006, January). *Why are they talking to themselves?” Understanding and facilitating children’s private speech and self-control.* Workshop given at the Kiddie Country Child Development Center. Burke, VA.

24) Winsler, A. (2005, September). *The ABC’s of ADHD: Understanding Attention Deficit Hyperactivity Disorder in the early childhood classroom.* Workshop given for the Potomac Association of Cooperative Teachers. Falls Church, VA.

23) Winsler, A. (2005, March). *School readiness*. Workshop given at the George Mason University Child Development Center’s Professional Development Day, Fairfax, VA.

22) Winsler, A., & Bleiker, C. (2004, December). *Assessment/Intervention Program: Summary of MDCPS findings
Yr2 (2003-2004).* Presentation given to the Board of Directors, Miami-Dade County School Readiness Coalition. Miami, FL.

21) Winsler, A. (2004, November). *Still talking to ourselves after all these years: Vygotsky, private speech, and self-regulation.* Invited keynote address given at the First International Symposium on the Self-Regulatory Functions of Language. Madrid, Spain.

20) Winsler, A., & Bleiker, C. (2004, September). *Assessment/Intervention Program: Summary of findings from Yr2 (2003-2004).* Presentation given to the Board of Directors, Miami-Dade County School Readiness Coalition. Miami, FL.

19) Winsler, A., & Bleiker, C. (2003, September). *Assessment/Intervention Program: Summary of PRE-POST findings
from the Yr1 (2002-2003) Assessment.* Presentation given to the Board of Directors, Miami-Dade County School Readiness Coalition. Miami, FL.

18) Winsler, A. (2003, April). *School readiness*. Professional development workshop given at the Wesley United Methodist Preschool, Vienna, VA.

17) Winsler, A. (2003, February). *Cultural historical applications in the early childhood classroom: Scaffolding, language, and self-regulation.* Invited address given at the first Miami CHAT (Cultural-Historical Activity Theory) Symposium Miami, FL.

16) Winsler, A. (2003, February). *School readiness*. Workshop given at the George Mason University Child Development Center’s Professional Development Day, Fairfax, VA.

15) Winsler, A. (2002, November). *Scaffolding Children’s Learning: A Vygotskian Approach to Early Childhood Education.* Professional development workshop given at the National Child Research Center, Washington, DC.

14) Winsler, A. (2002, September). *The ABC’s of ADHD: Understanding Attention Deficit Hyperactivity Disorder in the early childhood classroom.* Community education workshop given at the Fauquier County Library, Warrenton, VA.

13) Winsler, A. (2002, August). *Scaffolding Children’s Learning: A Vygotskian Approach to Early Childhood Education.* Professional development workshop given at the Reston Children’s Center, Reston, VA.

12) Winsler, A. (2002, March). *School Readiness.* Presentation given at Lowe’s Island Village Green Day School, Potomac Falls, VA.

11) Winsler, A. (2002, January). *Scaffolding Children’s Learning: A Vygotskian Approach to Early Childhood Education.* Workshop given at the GMU Child Development Center’s Professional Development Day, Fairfax, VA.

10) Winsler, A. (2001, August). *The ABC’s of ADHD: Understanding Attention Deficit Hyperactivity Disorder in the early*

*childhood classroom.* Professional development workshop given at the Reston Children’s Center, Reston, VA.

9) Winsler, A. (2001, July). *Why do we sing “Bells Away” anyway?: Links between music, language, and behavioral control during early childhood.* Keynote address given to the Kindermusik Educators of America (KEA) Biennial Convention. Washington, DC.

8) Winsler, A. (2001, February). *Continued Applications of a Vygotskian Approach to Early Childhood Education: Private Speech in the Classroom & Dynamic Assessment.* Workshop given at the National Child Research Center, Washington, DC.

7) Winsler, A. (2001, January). *The ABC’s of ADHD: Understanding Attention Deficit Hyperactivity Disorder in the early childhood classroom.* Workshop given at the George Mason University Child Development Center’s Professional Development Day, Fairfax, VA.

6) Winsler, A. (2000, November). *The ABC’s of ADHD: Understanding Attention Deficit Hyperactivity Disorder in the early childhood classroom.* Professional development workshop given at the Reston Children’s Center, Reston, VA.

5) Winsler, A. (2000, May). *Scaffolding Children’s Learning: A Vygotskian Approach to Early Childhood Education.* Workshop given at the National Child Research Center, Washington, DC.

4) Winsler, A. (1999, November). *Scaffolding children’s development in the context of Kindermusik®.* Workshop given to Kindermusik® International. Greensboro, NC.

3) Winsler, A. (1999, September). *Does learning a second language mean losing the first? Bilingual language acquisition and loss in low-income, Mexican-American children.* Presentation as part of CAS Faculty Talks and Hispanic Heritage Month. Borders Book and Music. Fairfax, VA.

2) Winsler, A. (1999, March). *Early child development and the importance of Kindermusik®.* Workshop given for LittleHands Kindermusik® Inc. Centreville, VA.

1) Winsler, A. (1999, January). *Why are they talking to themselves?” Understanding and facilitating children’s private speech and self-control.* Workshop given at the George Mason University Child Development Center’s Professional Development Day, Fairfax, VA.

# Research Grants/Contracts

2012-2023 Office of Student Creative Activities and Research (OSCAR) $9,750

 Mentor stipend total for URSP awards to undergraduates

(21 awards/students from 2012-2023)

2022-2024 National Endowment for the Arts (NEA) $200,235

 Goldstein, T., Winsler, A., & Sheridan, K. (PIs)

 *The Mason Arts Research Center (MasonARC)*

2020-2022 National Endowment for the Arts (NEA) $150,419

 Goldstein, T., Winsler, A., & Sheridan, K. (PIs)

 *The Mason Arts Research Center (MasonARC)*

2019-2021 Jack Kent Cooke Foundation (JKCF) $70,000

 Winsler, A., & Ricciardi, C. (Co-PIs)

 *Preventing the Excellence Gap: Longitudinal Predictors of Selection into, and Persistence with, Advanced Courses in Middle and High School for Resilient Students*

*in Poverty in Miami*

2018-2023 Institute for Education Sciences (IES) $1,512,227

(GMU sub-award from UNC) = $254,340

 La Forett. D., Franco, X., & Winsler, A. (co-PIs) *Young Children in Dual Language Education Programs: Language of Instruction, Student Classroom Engagement and Motivation, and Student-Teacher Relationships as Contributors to Academic Outcomes*

2018-2020 National Endowment for the Arts (NEA) $149,951

 Goldstein, T., Winsler, A., & Sheridan, K. (PIs)

 *The Mason Arts Research Center (MasonARC)*

2017-2018 Virginia Repertory Theatre $17,500

 Winsler - *Evaluation of the FIELD Theatre for the Very Young program*

2017 George Mason University College of Humanities and Social Sciences $5,000

 Winsler, A., & Serafini, E. (co-PIs)

 • *Which bilingual education model is linked to stronger English language*

 *acquisition and long-term educational success for low-income,*

 *dual language learners*?

2015-2016 National Endowment for the Arts (NEA) $20,000

 Winsler (PI) *Middle School Arts Electives Among Low-Income,*

 *Ethnically Diverse Students: Who Takes Them, for How Long,*

 *and What are the Academic Benefits*?

2013-2015 Elsevier Science Publishers ($55,000/year for 3 years) $165,000

• Winsler - Editorship support for *Early Childhood Research Quarterly*

2010-2012 Elsevier Science Publishers ($47,500/year for 4 years) $142,500

• Winsler - Editorship support for *Early Childhood Research Quarterly*

2010 The Children’s Trust $59,530

• Manfra, L., & Winsler, A., – *Long-Term Follow-up of School Success in*

*Grades 3 through 5 for Children Attending Different Early Childhood*

*Programs in Miami-Dade*

2008-2009 The Children’s Trust $61,625

• Manfra, L., & Winsler, A., – *Long-Term Follow-up of School Success in*

*Grades 3 through 5 for Children Attending Different Early Childhood*

*Programs in Miami-Dade*

2007-2008 The Children’s Trust $86,846

• Winsler, A., & Bleiker, C. – *Long-Term Follow-up of School Success in*

*Grades 3 through 5 for Children Attending Different Early Childhood*

*Programs in Miami-Dade*

2006-2007 Early Learning Coalition of Miami-Dade/Monroe $287,369

• Winsler, A. – *Miami-Dade County School Readiness Assessment/*

*Intervention Project: Continued Database Management, Data Analysis, and*

*Program Evaluation*

2006-2010 Elsevier Science Publishers ($47,500/year for 4 years) $190,000

• Winsler - Editorship support for *Early Childhood Research Quarterly*

* 1. Subcontract with the Institute for Education Sciences and FIU $10.000

• Winsler, A. – *Learning Educational Approaches to Reading Now*

*(LEARN): Early Reading First Evaluation*

2005-2006 Early Learning Coalition of Miami-Dade/Monroe $241,500

• Winsler, A. – *Miami-Dade County School Readiness Assessment/*

*Intervention Project: Continued Database Management, Data Analysis, and*

*Program Evaluation*

2004-2005 George Mason University - Interdisciplinary GRA Award Continuation $20,827

 • Kitsantas, A., & Winsler, A. - *Self-Regulated Learning, Motivation,*

*and Study Skills Among University Freshman: Predicting Academic*

*Retention and Success*

2003-2007 Subcontract with Kellogg Foundation and Florida International University $50,000

 • Winsler, A. – *SPARK: Supporting Partnerships to Assure Ready Kids*:

*Early Childhood Intervention and Evaluation*

* 1. Kindermusik International® $8,460

Winsler, A., & Ducenne, L. - *The Effects of Kindermusik on the*

*Development of Early Childhood Behavioral Self-Regulation*

2003-2004 Subcontract with ABT Associates and Florida International University $6,000

 • Winsler, A. - *Project Upgrade*: *Early Childhood Curriculum Evaluation*

2003-2005 Miami-Dade County School Readiness Coalition $120,537

Expansion Subcontract with Florida International University

• Winsler, A. – *Miami-Dade County School Readiness Assessment/Intervention Project: Database Management, Data Analysis, and Program Evaluation*

2003-2004 College of Arts & Sciences (CAS) - Graduate Research Assistant award $ 8,338

 • Winsler, A. - *Strategy Adaptivity, Environmental Awareness, Executive*

*Functioning, and Private Speech in High Functioning Autistic Children*

*and Children with ADHD*

2002-2005 Miami-Dade County School Readiness Coalition $462,517

Subcontract with Florida International University

• Winsler, A. – *Miami-Dade County School Readiness Assessment/Intervention Project: Database Management, Data Analysis, and Program Evaluation*

2002 George Mason University - Interdisciplinary GRA Award $20,287

 • Kitsantas, A. & Winsler, A. - *Self-Regulated Learning, Motivation,*

*and Study Skills Among University Freshman: Predicting Academic*

*Retention and Success Over the First Year*

2001 Autism Society of America Foundation (ASAF) - $24,998

 • Winsler, A., & Schunn, C. (Competitive Continuation)

 *The Role of Environmental Awareness and Private Speech in Adapting*

 *and Controlling Behavior in Children with Autism*

2001 College of Arts & Sciences (CAS) - Graduate Research Assistant award $15,186

 • Winsler, A. *- Young Children’s Awareness of Private Speech*

2001 GMU Office of the Provost’s - Research Funding for Tenured Faculty $4,800

 • Winsler, A. *- Young Children’s Awareness of Private Speech*

2000 Autism Society of America Foundation (ASAF) $24,963

 • Schunn, C., Winsler, A., & Wallace, G. -

 *The Role of Environmental Awareness and Private Speech in Adapting*

 *and Controlling Behavior in Children with Autism*

2000 College of Arts & Sciences (CAS) - Graduate Research Assistant award $15,186

 • Winsler, A. - *The Development of Language, Private Speech,*

 *and Self-Regulation in Preschool Children*

1999 College of Arts & Sciences - Technology Across the Curriculum Award $10,757

 • Winsler, A., & Pasnak, R. - *Technological Enhancements in the*

 *Teaching of Developmental Psychology at GMU*

1999 College of Arts & Sciences (CAS) - Graduate Research Assistant award $8,844 • Winsler, A. - *Scaffolding, Private Speech, and Motivation in Young Children*

1998 College of Arts & Sciences (CAS) - Course release for grant preparation $5,300

 • Winsler, A. - *The Development of Verbal Self-Regulation in Children*

1998 College of Arts & Sciences - Technology Across the Curriculum Award $29,840

 • Winsler, A., & Pasnak, R. - *Technological Enhancements in the*

 *Teaching of Developmental Psychology at GMU*

1998 College of Arts & Sciences (CAS) - George Mason University $4,240

 • Winsler, A. - *The Creation of Web-Based Supplementary Instructional*

 *Materials for Undergraduate Courses in Developmental Psychology at GMU*

1998 George Mason University - Interdisciplinary GRA Award $10,148

 • Winsler, A., & Ford, M.E. - *Scaffolding Young Children's*

 *Motivation for Learning*

1997 George Mason University Faculty Summer Research Support $3,500

 • Winsler, A. - *Scaffolding Young Children's Motivation for Learning*

1997 University of Alabama Research Advisory Committee $4,000

 Faculty Research Grant

 • Winsler, A. - *The Social and Behavioral Ecology of Mixed-Age*

 *and Same-Age Preschool Classrooms*

1996 College of Education Research Grant $1,154

 • Winsler, A. - *The Role of Private Speech in the Development of*

 *Behavioral Self-Regulation in Young Children: A Longitudinal Study*

1996 College of Education Research Grant $1,040

 • Winsler, A., Howell, C., & Long, G. - *The Private Speech*

 *of Bilingual Children Attending English Preschool*

1995 College of Education Research Grant $1,000

 • Winsler, A. - *The Role of Private Speech in the Development of*

 *Behavioral Self-Regulation in Young Children*

1995 University of Alabama Research Grants Committee $4,000

 Faculty Research Grant

 • Winsler, A. - *Early Classroom Contexts and the Development of*

 *Self-Regulation in Children*

1994 College of Education Research Grant $1,250

 • Winsler, A. - *Abbreviation and Internalization of Private Speech*

 *in ADHD and Normal School-Age Children*

1994/1995 College of Education Research Grant $2,100

 • Harrison, P. L., Iran-Nejad, A., Riccio, C., & Winsler, A. --

 *Teachers' Needs From the Fields of Educational and School Psychology*

1993 Stanford University School of Education Student Travel Grant $600

1992 Stanford University School of Education Student Travel Grant $400

# Awards

2012 Recipient GMU OSCAR Undergraduate Mentoring Award $3,000

2005 Fellow American Psychological Association (APA) Division 7

(Developmental Psychology)

2006 Fellow American Educational Research Association (AERA)

1999 Finalist GMU Excellence in Teaching Award

1993 American Psychological Association (APA) Dissertation Research Award $500

1992 Stanford University School of Education Dissertation Research Award $250

  **Total Internal Research Grant Funds $190,797**

 **Total External Research Grant Funds $4,062,677**

 **Total Research Grant Funds $4,253,474**

***Professional Memberships***

American Educational Research Association (AERA)

American Psychological Association (APA)

 Divisions: (7) Developmental Psychology - Fellow

American Psychological Society (APS)

National Association for the Education of Young Children (NAEYC)

Society for Research in Child Development (SRCD)

Southern Early Childhood Association (SECA)

Virginia Association for Early Childhood Education (VAECE)

# Consulting

2023 Research Advisory Council - Families Forward Virginia

2021-2023 Consultant for Loudoun County Public Schools – Special Education Advisory Council

2020 Consultant for ICF – Research Connections website revisions

2020 Consultant/Advisory Panel for the Evaluation and Training Institute (ETI)

2019-2020 Advisor to the Evaluation of Virginia Repertory Theatre's *Human Trafficking Prevention Program*

2019-2020 Evaluation of Virginia Repertory Theatre's *Sensory-Friendly Theatre Performances*

2017-2018 Evaluation of Virginia Repertory Theatre's *Theatre for the Very Young* program

2017-2018 Culture of Continuous Learning Technical Expert Panel

 Child Trends, OPRE, HHS, ACF

2015-2017 Virginia Department of Education (VDOE)

 School Readiness Consulting, LLC

 VPI+ Educational Advisory Board

2015 Visiting International Scholar

 Hong Kong Institute of Education, Hong Kong, China

2014 Visiting International Scholar

 Hong Kong Institute of Education, Hong Kong, China

 Faculty of Education - University of Macau, China

 Research Institute for Early Childhood Education (RIECE) Shandong Yingcai University. Jinan, Shandong, China

2013 Visiting International Scholar – Early Years Collaborative Research Network

 School of Early Childhood, Queensland University of Technology (Brisbane)

 School of Teacher Education, Charles Sturt University (Bathurst, Albury, Dubbo)

 Faculty of Education, Early Childhood Education, Monash University (Frankston)

2015 Member Bridging the Word Gap - Network of Researchers

2010-2012 Consultant / Advisory Board Center for Early Care and Education Research – Dual Language Learners (CECER-DLL)

2009-2010 Consultant / Research Advisor Ready Kids Follow-up - SPARK

Walter R McDonald & Associates –Kellogg Foundation

2009-2010 Program Evaluation / Data Analysis UC Berkeley

Measuring the Quality and Continuity of Foundation for Child Development

PK-3 Schooling Contexts and Investigating

their Cumulative Impacts on Children’s

Academic and Behavioral Outcomes

2009-2010 Program Evaluation / Data Analysis SPARK3 Miami – Third Grade Follow-up

Walter R McDonald & Associates –Kellogg Foundation

2003-2008 Research Design / Data Analysis / SPARK - FIU

 Data Base Integration Early Childhood Initiative Foundation

2003 Research Design / Data Analysis / Project Upgrade

 Data Base Integration ABT Associates, Boston, MA

2003-2004 Research Design / Data Analysis / Early Authors Program

 Program Evaluation Miami-Dade School Readiness Coalition

2003 Data Analysis / Pre-K Assessment / Intervention Program

 Program Evaluation Miami-Dade County Public Schools

2003- Consultant Devereux Foundation

2002 Consultant McGuire Woods, LLP

2000 Research Design / Reading Recovery Program Evaluation

Proposal Development Loudon County Public Schools

1999 Content Provider for Prentice Hall Publishing

 Companion Website / CD

1993 Research Design / San Mateo County Juvenile Probation Proposal Development Walter S. Johnson Foundation

# Courses Taught to Date

George Mason University

 HNRS 110 Research and Inquiry

 HNRS 230 Cross Cultural Perspectives in Human Behavior

 PSYC 260 Basic Research Methods in Psychology

 PSYC 313 Child Development (Online and in person)

 PSYC 379 Applied Cross Cultural Psychology

 PSYC 350/597/897 Directed Reading and Research in Psychology

 PSYC 460 Independent Study in Psychology

 PSYC 612 Advanced Statistical and Research Methods in Psychology II

 PSYC 646 Issues and Methods in Longitudinal/Developmental Research

 PSYC 780 Applied Developmental Psychology

 PSYC 792 Practicum in Applied Developmental Psychology

 PSYC 890/590 Professional Seminar in Psychology

 PSYC 592/892 Early Childhood Education, Child Care, and School Readiness

 PSYC 615 Language Development

 PSYC 898/899 Doctoral Dissertation Proposal / Dissertation

 BIS 489 Directed Readings and Research

 BIS 490 Bachelor of Individualized Study Project

NCLC 395 Technology Apprenticeship Program

 CAS 485 International Internship

University of Alabama

 BEP 500 Advanced Educational Psychology

 BEP 550 Life-Span Development

 BEP 640 Interactionist Perspectives on Teaching and Learning

 BEP 660 The Study of Abnormal Behavior

 BEP 665 Self-Regulation and Motivation in Education

 BEP/BSP 673 Seminar in Educational/School Psychology

 BEP/BSP 689 Practicum in Educational/School Psychology

 BEP 690 Readings in Educational Psychology

 BEP 698 Non Dissertation Research

Stanford University

 ED 250B Intermediate Statistics for Education and the Behavioral Sciences ED 350 Research Practicum in Psychology and Education

***Professional Activities, Awards, and Service***

Department

• 2022 Member Term Promotion Fact-Finding Committee Psychology Dept. GMU

• 2022 Member P & T Fact-Finding Committee Psychology Dept. GMU

• 2016-pres. Assistant Director, ADP Program Psychology Dept. GMU

• 2014-2023 Associate Chair of Graduate Studies Psychology Dept. GMU

• 2021-2023 Member Faculty Evaluation Committee Psychology Dept. GMU

• 2021 Chair P & T Fact-Finding Committee Psychology Dept. GMU

• 2020 Chair P & T Fact-Finding Committee Psychology Dept. GMU

• 2019 Member P & T Fact-Finding Committee Psychology Dept. GMU

• 2019 Member Search Committee Psychology Dept. GMU

• 2018 Chair P & T Fact-Finding Committee Psychology Dept. GMU

• 2018 Member P & T Fact-Finding Committee Psychology Dept. GMU

• 2016 Member ADP Faculty Search Committee Psychology Dept. GMU

• 2008-2018 Member Mentorship Committee Psychology Dept. GMU

• 2005- 2016 Faculty Applied Developmental Psychology Psychology Dept. GMU

 Advisor Student Group (ADPSG)

• 2003- 2014 Advisor Psychology Student Diversity Affairs Psychology Dept. GMU

 Committee (PSDAC)

• 2008- 2013 Member Faculty Evaluation Committee Psychology Dept. GMU

• 2008-2014 Member Diversity Affairs Committee Psychology Dept. GMU

• 2012 Member School Psych Search Committee Psychology Dept. GMU

• 2012 Member P & T Fact-Finding Committee Psychology Dept. GMU

• 2011 Chair P & T Fact-Finding Committee Psychology Dept. GMU

• 2010 Chair Clinical Search Committee Psychology Dept. GMU

• 2006- 2008 Member Resource Committee Psychology Dept. GMU

• 2006- 2012 Member Quantitative Committee Psychology Dept. GMU

• 2005-2006 Member ADP Faculty Search Committee Psychology Dept. GMU

• 2003- 2008 Chair Diversity Affairs Committee Psychology Dept. GMU

• 2003-2007 Coordinator DBS Prosp. Grad. Student Open House Psychology Dept. GMU

• 2002 Chair DBS Prof. Seminar Revisions Committee Psychology Dept. GMU

• 2002 Member I/O Faculty Search Committee Psychology Dept. GMU

• 2001-2003 Member Diversity Affairs Committee Psychology Dept. GMU

• 2001-2003 Member ADP Faculty Search Committee Psychology Dept. GMU

• 2000 Chair DBS – Student Awards Committee Psychology Dept. GMU

• 2000 Member HFAC Faculty Faculty Search Committee Psychology Dept. GMU

• 1999 Member Center for Cog. Dev. Search Committee Psychology Dept. GMU

• 1999 Member Center for Cog. Dev. Advisory Committee Psychology Dept. GMU

• 1998- 2001 Chair Task Force on Student Course Evaluations Psychology Dept. GMU

• 1998- 2001 Member Undergraduate Committee Psychology Dept. GMU

• 1999 Member I/O Faculty Search Committee Psychology Dept. GMU

• 1998 Member I/O Faculty Search Committee Psychology Dept. GMU

• 1998 Chair DPS - Comps Revisions Committee Psychology Dept. GMU

• 1997 Member DPS - Student Fellowship Committee Psychology Dept. GMU

• 1997 Member School Psychology Search Committee UA - College of Education

College

• 2022 Member Resources and Long-Range CHSS - GMU

 Planning Committee

• 2020 Member Chair Reappointment Committee CHSS - GMU

• 2017- 2020 Chair Resources and Long-Range CHSS - GMU

 Planning Committee

• 2017- 2020 Member Promotion and Tenure Committee CHSS - GMU

• 2017- 2018 Member Resources and Long-Range CHSS - GMU

 Planning Committee

• 2016-2017 Member Dean’s Challenge Review Committee CHSS - GMU

• 2015-2016 Member Study Leave Review Committee CHSS - GMU

• 2008- 2014 Member Information Technology Committee CHSS - GMU

• 2008- 2012 Chair Faculty Grievance Committee CHSS - GMU

• 2007- 2008 Chair African-American Studies Search Comm. LAHS – GMU

• 2006- 2007 Member African-American Studies Search Comm. LAHS - GMU

• 2002-2005 Member Promotion & Tenure Committee CHSS - GMU

• 2001-2004 Member Technology Policy Committee CAS - GMU

• 1998 Member Technology Across the Curriculum CAS - GMU

• 1996 Chair Research Committee UA - College of Education

• 1995-1997 Member Faculty Council UA - College of Education

• 1995 Member Research Committee UA - College of Education

• 1995 Member Technology Advisory Committee UA - College of Education

• 1994 Member Curriculum Committee UA - College of Education

• 1994-1995 Member Merit Committee University of Alabama

University

• 2007-2022 Reviewer OSCAR award committee OSCAR - GMU

• 2020-2021 Member Distinguished Mentoring Fellow Office of the Provost GMU

• 2016 Spr. Interim Acting Chair - Students as Scholars OSCAR GMU

 Ass. Director Committee (SSA)

• 2015-2016 Member Ass. Director SSA Search Committee OSCAR - GMU

• 2012-2019 Member Students as Scholars QEP Committee OSCAR - GMU

• 2013 Member HDFS Program Advisory Board CEHD GMU

• 2013 Chair Tenure Appeal Board Office of the Provost GMU

• 2011-2012 Co-Chair Planning Team for Development CEHD GMU of HDFS program

• 2011 Member Tenure Appeal Board Office of the Provost GMU

• 2003 Member First Tier P & T Committee School of Education GMU

• 2002- pres. Member Educational Psychology Graduate Program School of Education GMU Advisory Committee

• 2002-2004 Member Retention Committee Office of the Provost GMU

• 2002 Member Faculty Dismissal Review Committee Office of President GMU

• 2001 Member Ed. Psych. Faculty Search Committee School of Education GMU

• 2000 Member Counseling Faculty Search Committee School of Education GMU

• 1999-2010 Faculty Child Welfare Certificate Program GMU

 Advisor

• 1999 Member Counseling Faculty Search Committee School of Education GMU

• 1995-1996 Member University Awards Committee University of Alabama

• 1994-1997 Member Educational Psychology/Human University of Alabama

 Development Steering Committee

Local /State

2002-2007 Member Institutional Review Board Caliber Associates

(Human Subjects IRB) Fairfax, VA

1998 Reviewer/ Virginia Junior Academy of Science Conference

 Judge

National

2021-pres. Member Research to Practice Rapid response Team

2021-pres. Member Technical Working Group Advisory Board

 [Early Academic Readiness and Learning Intervention](https://chd.ucsd.edu/research/NEA/index.html)

NEA Arts Research Lab

1999-pres. Listserve APA Division 7 (Developmental)

 Administrator

2011-2013 Member APA Coalition for Psychology in Schools and Education

2013 APA Division 7 Fellows Committee

2003-2009 Member Devereux Foundation Early Childhood Initiative

Research Advisory Board

2004 Conference Biennial Conference on Human Development (CHD 2004)

 Co-Organizer George Mason University

1999-2006 Executive Committee APA-Division 7 (Developmental Psychology)

 Member (Webmaster, Listserv Administrator)

1995-1998 Member APA-Division 15 (Educational Psychology) Ad-hoc committee Future of Educational Psychology in Teacher Preparation

Guest Editor Early Childhood Research Quarterly

2017-2018 Special Issue: The Arts and ECE

Editor in Chief Early Childhood Research Quarterly

(2006-2015)

Associate Editor Early Education & Development

(2003-2006)

Guest Editor Early Education & Development – Special Issue:

(2002-2003) Vygotskian Perspectives in Early Childhood Education

Editorial Board Social Development (2004-2010)

Editorial Board Early Education & Development (2000-present)

Editorial Board Early Childhood Research Quarterly (1999-present)

Reviewer American Educational Research Journal Developmental Review

 Educational Psychology Review Journal of School Psychology

 Merrill-Palmer Quarterly Research in the Schools

Contemporary Educational Psychology Social Development

Child Development Educational Researcher

 Early Childhood Research Quarterly Cognitive Development

 Developmental Psychology Discourse Processes

Journal of Experimental Child Psychology Learning and Instruction

 Journal of Comparative Psychology Philosophical Psychology

 Child Language Teaching and Therapy Exceptional Children

Psychological Reports Psychological Science

Infant and Child Development Autism Research

School Psychology Review Journal of Youth and Adolescence

Journal of Cognition and Development Psych Critiques

 Educational Psychology Discourse Processes

 Journal of Abnormal Child Psychology PlosOne

 Journal of Family Psychology Bilingual Research Journal

 Children and Youth Services Review Development and Psychopathology

 International Journal of Bilingualism Crime and Delinquency

 Perspectives on Psychological Science Frontiers- Integrative Neuroscience

 American Journal of Orthopsychiatry Journal of Child Language

 Pragmatics SAGE Open

 Journal of Child and Family Studies Disabilities Review

 International Journal of Behavioral Development

Journal of Child Psychology, Psychiatry, & Allied Disciplines

Educational Evaluation and Policy Analysis

British Journal of Developmental Psychology

British Journal of Educational Psychology

Journal of Autism and Developmental Disabilities

 Journal of Applied Developmental Psychology

 Journal of Multilingual and Multicultural Development

 Diaspora, Indigenous, and Minority Education

 International Journal of Bilingualism and Bilingual Education

 Early Childhood Development and Care

 Psychology of the Arts, Creativity and Aesthetics

 Advances in Methods and Practices in Psychological Science

Bilingualism: Language and Cognition

Reviewer Program Co-Chair SRCD Special Topics Conference -Construction of the Other Puerto Rico (2020/2022)

 NIH/NICHD English Language Learner RFA Review Panel (2008)

NIH/NICHD Early Childhood Assessment RFA Review Panel (2005)

NIH/NICHD School Readiness RFA Review Panel Member (2003)

Bi-national (Israel-US) Science Foundation (BSF) Grant Proposals (2002)

Program proposals (Division 7) for the APA convention (2001, 2002)

National Science Foundation (NSF) Grant Proposals (2000)

 Program proposals for National Head Start Conference (2014)

 Program proposals for the S.R.C.D. conference (2004, 2010, 2014, 2015)

Program proposals for the Conference on Human Development (2004)

Program proposals for the N.A.E.Y.C. convention (2001, 2005, 2006, 2008)

 Program proposals for the A.E.R.A. convention (1996, 1997, 2000, 2001, 2010)

 Program proposals for the S.E.P.A. convention (1997)

 Program proposals for the M.S.E.R.A. convention (1997)

Book Reviewer Prentice-Hall Brooks-Cole John Wiley & Sons

 Cambridge University Press Sage Oxford University Press

 Cambridge Elements

# Completed Dissertations/Theses as Chair

*Dissertations:*

• Martha P. Carlton “Motivation and School Readiness in Kindergarten Children”

• Kermit L. Carter “Parenting Style, Religious Commitment, Academic Achievement, and

 Behavioral Self-Regulation Among African-American Parochial College Students”

• Jameela Conway-Turner “Does Diversity Matter? The Impact of School Racial Composition on the Academic Achievement of Elementary School Students in an Ethnically Diverse, Low-Income Sample”

• Jennifer Crane “Preschool Children with Special Educational Needs: Achievement, Retention, and Classification through Second Grade”

• Jessica J. De Feyter “School Readiness, Early Achievement, and the Role of English Language

 Proficiency for Children in Low-Income Immigrant Families”

• Jordan Greenburg “Investigating the “Gift of Time”: Predictors and Outcomes Associated with Delayed School Entry and Kindergarten Retention”

• Deepti Gupta “Cultural Differences in Maternal Emotion Socialization of Anxiety and Anger in

 Young Children: Links with Temperament”

• Sue Hartman “Behavior Problems in Child Care: Associations with Child Care Quality and

Importance for School Readiness and Achievement among an Ethnically-Diverse

Sample of Children in Poverty”

• Lindsey Hutchison “Relations Between Executive Functioning, Second Language Fluency, and

 Externalizing Behavior Problems in Early Childhood”

• Mike Feder “Mental Health and Academic Skills of Sierra Leonian Children from Refugee Families”

• Yoon Kyong Kim “Child, Family, and School Characteristics Related to English Proficiency Development Among Four-Year-Old English Language Learners (ELLs) In Miami”

• Amy Madigan “Inter-parental Conflict, Children’s Self-Control and the Mediating Role of Parenting"

• Louis Manfra “The Effects of Speech Awareness and Speech Instructions on Young Children’s Speech Use and Cognitive Self-Regulation in a Dimensional Change Counting Task”

• Danielle Mead “Narrative Competence and Executive Functioning in Young Children with Varying Degrees of Bilingualism”

• Alex Moffett “Urban intra-district school mobility and its association with elementary school academic achievement”

• Kaitlyn Mumma “The Influence of Elementary School Quality on Fifth- and Eighth-Grade Effects of Public-School Pre-K, Center-Based, and Family Childcare Programs”

• Mayra Parada “Academic Trajectories for Latino and Black Immigrant Advantage in Middle School”

• Tanya Tavassolie “How Profiles of School Readiness Relate to Third Grade Performance Among Low-Income Ethnically and Linguistically Diverse Children”

• Courtney Ricciardi “Trajectories of advanced math taking for low-income students of color in middle and high school”

• Amber Shriver “Relations Between Child Obesity and Executive Function Among Low-Income Latinx Families Participating in an Obesity Intervention: A Secondary Analysis”

• Jordan Thibodeaux “What are athletes saying to themselves? Self-talk and motivation in youth tennis”

• Angelique Williams “Black Girl Magic:” Factors Associated with Access to Advanced Math and Math Trajectories in Middle and High School for Black Girls”

• Angela Willson-Quayle “The Effects of Child-Centered, Teacher-Directed, and Scaffolded Instruction on Low-Income Latino Preschoolers’ Task Performance, Motivation, and Private Speech”

*MA Theses:*

## • Alenamie Alegrado “Academic outcomes associated with enrollment in middle school music among low-income, ethnically diverse students”

• Elif Bor “Neighborhood Quality, Childcare Quality, and Children’s Early Developmental Outcomes”

• Alicia Borré “The Long-Term Outcomes of the Early Authors Program”

• Jennifer Crane “Congruence between parent, teacher, and clinician report of behavior and adaptive functioning in ethnically diverse, low-income, preschool children: Implications for referral decisions”

• William Aaron Deutsch “Motivational and Self-Regulatory Predictors of Academic Retention and Graduation

in First-Year College Students””

• Lesley Ducenne “The Role of Music in the Development of Self-Regulation in Young Children”

• Taylor Gara “Predictors of Dance Enrollment Among Ethnically and Linguistically Diverse, Middle-School Students”

• Jordan Greenburg ““Catch Them While They’re Young?”: Associations between Early Grade Retention and Later Academic Outcomes”

• Alison Haag “Child, Family, and School Factors Associated with Gifted Educational Placement and

 Services for Low-Income, Ethnically Diverse Children in Miami: Which Students are Breaking the Barriers”

• Lindsey Hutchison “Home and Preschool Literacy Environments of Children from Low-Income,

 Linguistically Diverse Families: Relations with Early Literacy Outcomes”

• Kayla Keith “Academic Outcomes for Students with Autism in Middle and High School”

• Yoon Kim “Low-income Latino preschooler’s learning of English as a function of child first

 language proficiency, closeness with adults, and teacher dominant language”

• Rebecca LaRocque “Parent-Child Interaction, Scaffolding, and Private Speech Among Typically

 Developing Children and Children with ADHD or High Functioning Autism”

• Yovanka Lobo “Effects of a Creative Movement/Dance Program on Head Start Preschoolers’ Social

Competence

• Louis Manfra “Awareness of the Use of Private Speech in Preschool Children”

• Danielle Mead “Change over time in the type and functions of crib speech around the fourth birthday’”

• Jerry Mize “Early Socialization and Later Aggression: A Multi-Informant Longitudinal Analysis of Parent and Peer Relationships in Early Childhood and Aggression in Grade School”

• Alex Moffett “Child- and School-Level Predictors of Elementary School Mobility

 Among Ethnically Diverse Children in Poverty”

• Kaitlyn Mumma “The Influence of Elementary School Quality on Differential Effects

 of Preschool Programs in Third Grade”

• Gabriela Norvell “Middle school outcomes related to earlier English language acquisition in dual language learners”

• My Nguyen “Early Bilingualism and Foreign Language Learning in Secondary School”

• Mayra Parada “Does immigrant advantage remain stable throughout elementary school?”

• Courtney Ricciardi “Who Gets in?: Selection into Gifted and Advanced Courses among Low-Income, Ethnically Diverse Youth”

• Erin Richard “Individual Differences and Second Language Acquisition among Low-Income Preschoolers”

## • Nathan Tatro “The Role of Phonemic Awareness in Predicting Kindergarten Outcomes Among

 Ethnically- and Linguistically-Diverse Children in Poverty”

• Eirikur Thorvardarson “Work-Family Conflict, Marital Satisfaction, and Parenting in Dual- Career and

 Dual-Earner Couples”

## • Tevis Tucker “Who Takes Music with Them When They Transition to High School?”

• Angelique Williams “Longitudinal Follow-Up of Ethnically Diverse Children with ASD in Public School Pre-K Programs: Predictors of Success Through 5th Grade”

*Undergraduate Honors/BIS Theses:*

• Alena Alegrado “Predictors of Music Class Participation and Persistence in Middle School

 among Low-SES, Ethnically Diverse Students”

• Arya Ansari “School readiness among low-income, Latino children attending family-day care vs.

center-based care.”

• Justine Burke “The impact of school suspensions on school attendance, academic performance, retention, and school leaving”

• Margot Cabrera “Predictors and Outcomes of Speech Delay Identification in Young, Low-Income, English Language Learners”

• Enya Calibuso “Who Switches Schools?: Child-Level Predictors of School Mobility in Middle School Students”

• Sonia Castro “Who Gets the Benefits of Art? Predictors of Selecting Visual Arts Electives in Low- Income, Ethnically Diverse Middle-School Students”

• Kelly Chandler “Extrinsic Rewards and Students’ Academic Achievement and Academic

 Motivational Orientation”

• Tiffany Cambridge-Williams. “University 100: Examining the effect of a first-year program on self-efficacy, self-

regulation, help seeking, retention, and graduation”

• Bernadette Cogswell “Cultural Influences on Children’s Coping with School Stress”

• Kimberly Day “Relations between Maternal Control Strategies, Toddler Compliance, and Private

 Speech”

• Lesley Anne duCille “Using Music to Help Young Children with Learning Disabilities”

• Gabby D’Lima “Gender and Ethnic Differences in First-year College Students’ Goal Orientation,

 Self-Efficacy, and Intrinsic Motivation”

• Sharon Dehmlow “Attitudes and Perceptions of ADHD and the Training Needs of Teachers in

 International Schools in Africa”

• Samantha Dudding “Perceived parenting style, martial conflict, and child outcomes”

• Luis Espinoza “Motivational Profiles of Students With Low and High Aptitude Who Are and Are Not Performing Well in their First Year of College”

• Mara Gray “Developmental Trajectories in Crib Speech”

• Ed Holsinger “The Effect of Instructional Gesture on the Learning of Spatial Data”

• Faye Huie “ Self-Regulation, Motivation, Self-Efficacy, and Life Satisfaction Among Working College Students”

• Tammy Karas “Video Games, Behavior Problems, and Academic Achievement in Elementary School

 Children”

• Amanda Koury “Say What?: The Role of Private Speech in a Task of Self-Regulation”

• Erin Lindgren “The role of parenting style in the development of self-regulation and private speech in early childhood”

# • Claudia Lopez “Migrant Preschool Children’s School Readiness and Early Elementary School Performance”

• Carolina Loyola “Ready or Not: Latino Teenage Parenting and the School Readiness of Children in

 Poverty”

• Cassie Magee “Predictors of Suspension in Middle School Students”

• Ulda Maldonado-Arias “Immigrant Advantage and Paradox in Middle School Academic Outcomes:
Country of Origin Effects”

• David Mathew “Predictors of School Suspension in Elementary School for Low-Income, Ethnically Diverse Children”

• Kellie Parker “ Media Education Resources for Parents, Teachers, and Children”

• Vinicio Perla “Latino Adolescent Substance Use In Relation To Parenting and Community Support”

• Giorgia Picci “Typically Developing Children in Reverse Mainstream Preschool Classrooms:

 Outcomes from Kindergarten to Second Grade”

• Nadine Rozell “Elementary School Outcomes Associated with Faster English Language Acquisition for Dual Language Learners”

• Ihsan Shaikhly “Parent-Teacher Agreement for Ethnically Diverse Children in Preschool Special Education”

• Amanda Tator “Gender Roles, Self-Esteem, and Perceived Social Support During Adolescence and Young Adulthood”

• Mikayla Turner “Academic Outcomes Associated with Middle School Suspensions”

• Christina Waddell “Suicidality, Depression, and Victimization Among Sexual Minority, Ethnically Diverse Adolescents”

1. \* Facilitation/Supervision of student scholarship [↑](#footnote-ref-1)
2. \* Facilitation/Supervision of student scholarship [↑](#footnote-ref-2)
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35. \* Facilitation/Supervision of student scholarship [↑](#footnote-ref-35)