

## Jason T. Downer

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### Personal Data

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#### Current Appointments

<i>Professor</i>	2018-present
<i>Program Director</i>	2015-present
<i>Associate Professor</i>	2014-2018
Department of Human Services, Clinical and School Psychology	
<i>Director</i>	2012-present
Curry School of Education, University of Virginia (Charlottesville, VA) Center for Advanced Study of Teaching and Learning	
<i>Affiliated Faculty</i>	2009-present
Curry School of Education, University of Virginia (Charlottesville, VA) Educational Psychology-Applied Developmental Science	

#### Education

<i>Doctorate of Philosophy in Clinical-Community Psychology</i>	2003
Department of Psychology, University of South Carolina (Columbia, SC)	
<i>Master of Arts in Psychology</i>	2001
Department of Psychology, University of South Carolina (Columbia, SC)	
<i>Bachelor of Arts in Psychology with Honors</i>	1996
University of Michigan (Ann Arbor, MI)	

#### Professional Experience

<i>Licensed Clinical Psychologist (# 08100033593)</i>	2005-present
Sheila C. Johnson Center (Charlottesville, VA)	
<i>Research Associate Professor</i>	2011-2014
<i>Associate Director of Training</i>	2005-2012
<i>Senior Research Scientist</i>	2005-2010
<i>Research Associate</i>	2003-2005
Curry School of Education, University of Virginia (Charlottesville, VA) Center for Advanced Study of Teaching and Learning	
<i>Postdoctoral Resident in Psychology</i>	2003-2005
Center for Clinical Psychological Services (Charlottesville, VA)	
<i>APA-approved Clinical Psychology Predoctoral Intern</i>	2002-2003
Children's Hospital of Philadelphia (Philadelphia, PA)	

<i>School-based Mental Health Counselor</i> Lexington County School District (West Columbia, SC)	2000-2002
<i>Conflict Management Program Consultant</i> Richland County School District (Columbia, SC)	1999-2000
<i>Certified Mental Health Practitioner</i> William S. Hall Psychiatric Institute (Columbia, SC)	1998-1999
<i>Community Psychology Extern</i> South Carolina Department of Juvenile Justice (Columbia, SC)	1997-1998

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## Scholarship

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### Publications (\*indicates student or former student)

#### *Journal Articles (refereed)*

1. Williford, A., **Downer, J.**, Miller-Bains, K., Conway, J., & Howard, L. (in press). Developing tools for decision-making through ECE partnerships. *Future of Children*.
2. Rucinski, C.\*, Sutton, E.\*, Carlton, R.\*, **Downer, J.**, & Brown, J. (in press). Classroom racial/ethnic diversity and elementary students' academic, social and emotional development. *Applied Developmental Science*.
3. Tolan, P., Elreda, L.M., Bradshaw, C.P., **Downer, J.T.**, & Ialongo, N. (2020). Randomized trial testing the integration of the Good Behavior Game and MyTeachingPartner: The moderating role of distress among new teachers on student outcomes. *Journal of School Psychology, 78*, 75-95.
4. Corbin, C.\*, Alamos, P.\*, Lowenstein, A. E., **Downer, J. T.**, & Brown, J. L. (2019). The role of teacher-student relationships in predicting teachers' personal accomplishment and emotional exhaustion. *Journal of School Psychology, 77*, 1-12.
5. Reilly, S.\*, & **Downer, J.** (2019). Roles of executive functioning and language in developing low-income preschoolers' behavior and emotion regulation. *Early Childhood Research Quarterly, 49*, 229-240.
6. Bohlmann, N., & **Downer, J. T.** (2019). Observing children's engagement: Examining factorial validity of the inCLASS across demographic groups. *Journal of Applied Developmental Psychology, 60*, 166-176.
7. Rucinski, C.\*, Brown, J., & **Downer, J.** (2018). Teacher-child relationships, classroom climate, and children's social-emotional and academic development. *Journal of Educational Psychology, 110*, 992-1004.
8. **Downer, J.T.**, Williford, A., Bulotsky-Shearer, R., Vitiello, V., Bouza, J.\*, Reilly, S.\*, & Lhospital, A. (2018). Using data-driven, video-based early childhood consultation with teachers to reduce children's challenging behaviors and improve engagement in preschool classrooms. *School Mental Health, 10*, 226-242.
9. Portnow, S.\*, **Downer, J.**, & Brown, J. (2018). Reductions in aggressive behavior within the context of a universal, social emotional learning program: Classroom- and student-level predictors. *Journal of School Psychology, 68*, 38-52.
10. Sabol, T.\*, Bohlmann, N., & **Downer, J.** (2018). Low-income children's engagement as a predictor of school readiness above and beyond preschool classroom quality. *Child Development, 89*, 556-576.
11. Williford, A., Bulotsky-Shearer, R., Bichay, K.\*, Reilly, S.\*, & **Downer, J.** (2018). Adapting assessments of child engagement to develop an early childhood consultation model. *Journal of Applied Developmental Psychology, 56*, 67-78.
12. Pianta, R., Hamre, B., **Downer, J.**, Burchinal, M., Williford, A., LoCasale-Crouch, J., Howes, C. LaParo, K., & Scott-Little, C. (2017). Early childhood professional development: Coaching and coursework

- effects on indicators of children's school readiness. *Early Education and Development*, 28, 956-975. DOI: 10.1080/10409289.2017.1319783
13. Sumrall, T. C., Scott-Little, C., LaParo, K. M., Pianta, R. C., Burchinal, M., Hamre, B., **Downer, J.**, & Howes, C. (2017). Student teaching within early childhood teacher preparation programs: An examination of key features across 2- and 4-year institutions. *Early Childhood Education Journal*, 45, 821-830. DOI:10.1007/s10643-016-0830-x
  14. Phillips, K. \*, & **Downer, J.** (2017). Classroom context and years of teaching experience as predictors of misalignment on ratings of preschoolers' classroom engagement. *Early Education and Development*, 28, 343-367.
  15. Williford, A. P., Carter, L. M. \*, & Maier, M., Cash, A., Hamre, B., Pianta, R., & **Downer, J.** (2017). Teacher engagement in core components of an effective, early childhood professional development course: Links to changes in teacher-child interactions. *Journal of Early Childhood Teacher Education*, 38, 102-118.
  16. **Downer, J.T.**, Goble, P., Myers, S., & Pianta, R.C. (2016). Teacher-child racial/ethnic match within pre-kindergarten classrooms and children's early school adjustment. *Early Childhood Research Quarterly*, 37, 26-38.
  17. Pianta, R. C., **Downer, J. T.**, & Hamre, B. K. (2016). Quality in early education classrooms: Definitions, gaps, and systems. *Future of Children*, 26, 119-137.
  18. Locasale-Crouch, J., DeCoster, J., Cabell, S., Pianta, R., Hamre, B., **Downer, J.**, Hatfield, H., Larsen, R., Burchinal, M., Howes, C., LaParo, K., Scott-Little, C., & Roberts, A.\* (2016). Unpacking intervention effects: Teacher responsiveness as a mediator of perceived intervention quality and change in teaching practice. *Early Childhood Research Quarterly*, 36, 201-209.
  19. Hasbrouck, S.L. \*, Phillips, K. \*, & **Downer, J.** (2015). How changes in the DSM-5 will likely affect professionals working with youth with mood disorders and/or substance abuse. *Beyond Behavior*, 24, 14-19.
  20. Roberts, A.M. \*, LoCasale-Crouch, J., DeCoster, J., Hamre, B.K., **Downer, J.T.**, Williford, A.P., & Pianta, R.C. (2015). Individual and contextual factors associated with pre-kindergarten teachers' responsiveness to the MyTeachingPartner coaching intervention. *Prevention Science*, 16, 1044-1053.
  21. Bohlmann, N.L., & **Downer, J. T.** (2015). Self-regulation and task engagement as predictors of emergent language and literacy skills. *Early Education and Development*, 27, 18-37.
  22. **Downer, J. T.**, Stuhlman, M., Schweig, J. \*, Martinez, J. F., & Ruzek, E. (2015). Measuring effective teacher-student interactions from a student perspective: A multi-level analysis. *Journal of Early Adolescence*, 35, 722-758.
  23. Pianta, R. C., DeCoster, J., Cabell, S., Burchinal, M., Hamre, B.K., **Downer, J.**, LoCasale-Crouch, J., Williford, A., & Howes, C. (2014). Dose-response relations between preschool teachers' exposure to components of professional development and increases in quality of their interactions with children. *Early Childhood Research Quarterly*, 29, 499-508.
  24. Curby, T. \*, **Downer, J.**, & Booren, L. (2014). Behavioral exchanges between teachers and children over the course of a typical preschool day: Testing bidirectional associations. *Early Childhood Research Quarterly*, 29, 193-204.
  25. Mashburn, A. J., **Downer, J. T.**, Rivers, S. E., & Brackett, M. A. (2014). Improving the power of an experimental study of a social and emotional learning program: Application of generalizability theory to the measurement of classroom-level outcomes. *Prevention Science*, 15, 146-155.
  26. La Paro, K. M., Scott-Little, C., Ejimofor, A., Sumrall, T., Kintner-Duffy, V. L., Pianta, R. C., Burchinal, M., Hamre, B., **Downer, J.**, & Howes, C. (2014). Student teaching feedback and evaluation: Results from a seven-state survey. *Journal of Early Childhood Teacher Education*, 35, 318-336.
  27. Pianta, R. Burchinal, M., Jamil, F. \*, Sabol, T. \*, Grimm, K., Hamre, B., **Downer, J.**, Locasale-Crouch, J., & Howes, C. (2014). A cross-lag analysis of longitudinal associations between preschool teachers' instructional support identification skills and observed behavior. *Early Childhood Research Quarterly*, 29, 144-154.

28. Williford, A. P., Maier, M., **Downer, J. T.**, Pianta, R. C., & Howes, C. (2013). Understanding how children's engagement and teachers' interactions combine to predict school readiness. *Journal of Applied Developmental Psychology, 34*, 299–309.
29. Hamre, B. K., Pianta, R. C., **Downer, J. T.**, Decoster, J., Mashburn, A., Jones, S., Brown, J. L., Capella, E., Atkins, M., Rivers, S. E., Brackett, M. A., & Hamagami, A. (2013). Teaching through interactions – Testing a developmental framework of teacher effectiveness in over 4,000 classrooms. *Elementary School Journal, 113*, 461-487.
30. McWayne, C., **Downer, J.**, Campos, R.\*, & Harris, R.\* (2013). Father involvement during early childhood and its association with children's early learning: A meta-analysis. *Early Education and Development, 24*, 898-922.
31. Williford, A. P., Whittaker, J. E., Vitiello, V. E., & **Downer, J. T.** (2013). Children's engagement within the preschool classroom and their development of self-regulation. *Early Education and Development, 24*, 162-187.
32. Kilmann, P. R., Parnell, M. M., & **Downer, J. T.** (2013). Partner attachment and interpersonal characteristics. *Journal of Sex and Marital Therapy, 3*, 144-159.
33. **Downer, J. T.**, Lopez, M. L., Grimm, K., Hamagami, A., Pianta, R. C., & Howes, C. (2012). Observations of teacher-child interactions in classrooms serving Latinos and dual language learners: Applicability of the Classroom Assessment Scoring System in diverse settings. *Early Childhood Research Quarterly, 27*, 21-32.
34. Sanders, K., & **Downer, J.** (2012). Predicting acceptance of diversity in pre-kindergarten classrooms. *Early Childhood Research Quarterly, 27*, 503-511.
35. Jamil, F.\*, **Downer, J.**, & Pianta, R. (2012). Associations of pre-service teachers' performance, personality, and beliefs with teacher self-efficacy at program completion. *Teacher Education Quarterly, 39*(4), 119-138.
36. Hamre, B. K., Pianta, R. C., Mashburn, A. J., & **Downer, J. T.** (2012). Promoting young children's social competence through the preschool PATHS curriculum and MyTeachingPartner professional development resources. *Early Education and Development, 23*, 809-832.
37. Hamre, B., Pianta, R., Burchinal, M., Field, S., LoCasale-Crouch, J., **Downer, J.**, Howes, C., LaParo, K., & Scott-Little, C. (2012). A course on effective teacher-child interactions: Effects on teacher beliefs, knowledge, and observed practice. *American Education Research Journal, 49*, 88-123.
38. Booren, L., **Downer, J.**, & Vitiello, V. E. (2012). Observations of children's interactions with teachers, peers, and tasks across classroom activity settings. *Early Education and Development, 23*, 517-538.
39. Haak, J.\*, & **Downer, J.** (2012). Home literacy exposure and early language and literacy skills in children who struggle with behavior and attention problems. *Early Education and Development, 23*, 728-747.
40. Vitiello, V., Booren, L., & **Downer, J.** (2012). Variation in children's classroom engagement throughout a day in preschool: Relations to classroom and child factors. *Early Childhood Research Quarterly, 27*, 210-220.
41. Cabell, S. Q., & **Downer, J. T.** (2011). Improving preschoolers' language and literacy skills through web-mediated professional development. *NHSA Dialog, 14*, 316-322.
42. Curby, T.\*, Stuhlman, M., Grimm, K., Mashburn, A., Chomat-Mooney, L., **Downer, J.**, Hamre, B., & Pianta, R. C. (2011). Within-day variability in the quality of classroom interactions during third and fifth grade. *Elementary School Journal, 112*, 16-37.
43. Scott-Little, C., LaParo, K. M., Thomason, A. C., Pianta, R.C., Hamre, B. K., **Downer, J. T.**, Burchinal, M., & Howes, C. (2011). Implementation of a course focused on language and literacy within teacher-child interactions: Instructor and student perspectives across three institutions of higher education. *Journal of Early Childhood Teacher Education, 32*, 200-224.
44. **Downer, J. T.**, Pianta, R. C., Fan, X., Hamre, B., Mashburn, A., & Justice, L. (2011). Effects of web-mediated teacher professional development on the language and literacy skills of children enrolled in pre-kindergarten programs. *NHSA Dialog, 14*, 189-212.

45. LoCasale-Crouch, J., Kraft-Sayre, M., Pianta, R., Hamre, B. K., **Downer, J. T.**, Leach, A., Burchinal, M., Howes, C., LaParo, K., & Scott-Little, C. (2011). Implementing an early childhood professional development course across 10 sites and 15 sections: Lessons learned. *NHSA Dialog*, *14*, 275-292.
46. Mashburn, A. J., **Downer, J. T.**, Hamre, B. K., Justice, L.M., & Pianta, R. C. (2010). Consultation for teachers and children's language and literacy development during pre-kindergarten. *Applied Developmental Science*, *14*, 179-196.
47. **Downer, J.**, Sabol, T.J.\*, Hamre, B. (2010). Teacher-child interactions in the classroom: Toward a theory of within and cross-domain links to children's developmental outcomes. *Early Education and Development*, *21*(5), 699-723.
48. **Downer, J. T.**, Booren, L. M., Lima, O. K.\*, Luckner, A. E., & Pianta, R. C. (2010). The Individualized Classroom Assessment Scoring System (inCLASS): Reliability and validity of a system for observing preschoolers' competence in classroom interactions. *Early Childhood Research Quarterly*, *25*(1), 1-16.
49. Barbarin, O., **Downer, J.**, Odom, E.\*, & Head-Reeves, D. (2010). Home-school differences in beliefs, support, and control during public pre-kindergarten and their link to children's kindergarten readiness. *Early Childhood Research Quarterly*, *25*, 358-72.
50. Hamre, B.K., Justice, L.M., Pianta, R.C., Kilday, C.\*, Sweeney, B., **Downer, J.T.**, Leach, A. (2010). Implementation fidelity of MyTeachingPartner literacy and language activities: Association with preschoolers' language and literacy growth. *Early Childhood Research Quarterly*, *25*(3), 329-347.
51. Mashburn, A.J., Justice, L. M., **Downer, J.T.**, & Pianta, R. C. (2009). Peer effects on children's language achievement during kindergarten. *Child Development*, *80*, 686-702.
52. **Downer, J. T.**, Kraft-Sayre, M. E., & Pianta, R. C. (2009). Ongoing, web-mediated professional development focused on teacher-child interactions: Early childhood educators' usage rates and self-reported satisfaction. *Early Education and Development*, *20*, 321-245.
53. **Downer, J.**, Locasale-Crouch, J., Hamre, B., & Pianta, R. (2009). Teacher characteristics associated with responsiveness and exposure to consultation and on-line professional development resources. *Early Education and Development*, *20*(3), 431-455.
54. Pianta, R., Mashburn, A., **Downer, J.**, Hamre, B., & Justice, L. (2008). Effects of web-mediated professional development resources on teacher-child interactions in pre-kindergarten classrooms. *Early Childhood Research Quarterly*, *23*, 431-451.
55. **Downer, J. T.**, Campos, R.\*, McWayne, C., & Gartner, T.\* (2008). Father involvement and children's early learning: A critical review of published empirical work from the past 15 years. *Marriage & Family Review*, *43*(1/2), 67-108.
56. Hamre, B. K., Pianta, R. C., **Downer, J. T.**, & Mashburn, A. J. (2008). Teachers' perceptions of conflict with young students: Looking beyond problem behaviors. *Social Development*, *17*(1), 115-136.
57. Locasale-Crouch, J., Mashburn, A., **Downer, J.**, & Pianta, R. C. (2008). Pre-kindergarten teachers' use of transition practices and children's adjustment to kindergarten. *Early Childhood Research Quarterly*, *23*(1), 124-139.
58. Mashburn, A. J., Pianta, R. C., Hamre, B. K., **Downer, J. T.**, Barbarin, O., Bryant, D., Burchinal, M., Early, D., & Howes, C. (2008). Pre-k program standards and children's development of academic, language, and social skills. *Child Development*, *79*(3), 732-749.
59. Waanders, C., Mendez, J. L., & **Downer, J. T.** (2007). Neighborhood, teacher and parent characteristics as predictors of parent involvement in preschool children's education. *Journal of School Psychology*, *45*, 619-636.
60. **Downer, J. T.**, Rimm-Kaufman, S. E., & Pianta, R. C. (2007). How do classroom conditions and children's risk for school problems contribute to children's behavioral engagement in learning? *School Psychology Review*, *36*(3), 413-432.
61. **Downer, J. T.**, LaForett, D.\*, & Mendez, J. (2006). Head Start university-community partnerships and mentorship of graduate students in early childhood research. *NHSA Dialog*, *9*(1), 63-78.
62. Mashburn, A. J., Hamre, B. K., **Downer, J. T.**, & Pianta, R. C. (2006). Teacher, classroom, and child factors associated with teachers' ratings of preschoolers' relationships and behaviors. *Journal of Psychoeducational Assessment*, *24*(4), 367-380.

63. **Downer, J. T.**, & Pianta, R. C. (2006). Academic and cognitive functioning in first grade: Associations with earlier home and child care predictors and with concurrent home and classroom experiences. *School Psychology Review*, 35(1), 11-30.
64. **Downer, J. T.**, & Mendez, J. (2005). African American father involvement and preschool children's school readiness. *Early Education and Development*, 16, 317-340.
65. Rimm-Kaufman, S. E., LaParo, K. M., **Downer, J. T.**, & Pianta, R. C. (2005). The contribution of classroom setting and quality of instruction to children's behavior in the kindergarten classroom. *Elementary School Journal*, 105(4), 377-394.
66. Kilmann, P. R., Laughlin, J. E., Carranza, L. V., **Downer, J. T.**, Major, S., & Parnell, M. M. (1999). Effects of an attachment-focused group preventive intervention on insecure women. *Group Dynamics*, 3, 138-147.

#### Book

1. Howes, C., **Downer, J. T.**, & Pianta, R. C. (2011). *Dual language learners in early childhood classrooms*. Baltimore, MD: Brookes Publishing Company.

#### Book Chapters

1. Lyons, M.D., Griffin, C., **Downer, J.T.**, & Smith, K.R. (in press). Theories of child development. In Kelly, K., Garbacz, A. & Albers, A. *Theoretical foundations of school psychology research and practice*. (pp. xx).
2. **Downer, J.** (2013). Applying lessons learned from evaluations of model early care and education programs to preparation for effective implementation at-scale. In T. Halle, I. Martinez-Beck, and A. Metz (Eds.), *Applying implementation science to early care and education programs and systems: Exploring a new frontier* (pp. 140-156). New York: Paul H. Brookes Publishing, Inc.
3. **Downer, J. T.**, Jamil, F.\*, Maier, M., & Pianta, R. (2012). Implications of information processing theory for professional development of early educators. In R. Pianta, C. Howes, & B. Hamre (Eds.), *Effective professional development in early childhood education* (pp. 131-155). New York: Paul H. Brookes Publishing, Inc.
4. Hamre, B., **Downer, J. T.**, Jamil, F.\*, & Pianta, R. C. (2012). Enhancing teachers' intentional use of effective interactions with children: Designing and testing professional development interventions. In R. Pianta, L. Justice, S. Barnett, & S. Sheridan (Eds.), *Handbook of early education* (pp. 507-532). New York: Guilford Publications.
5. Vitiello, V. E., **Downer, J. T.**, & Williford, A. P. (2011). Preschool classroom experiences of dual language learners: Summary of findings from publicly funded programs in 11 states. In C. Howes, J. Downer, & R. Pianta (Eds.), *Dual language learners in the early childhood classroom* (pp. 69-92). New York: Paul H. Brookes Publishing, Inc.
6. Pianta, R.C., Hamre, B.K., & **Downer, J.** (2011). Aligning measures of quality with professional development goals and goals for children's development. In M. Zaslow, I. Martinez-Beck, K. Tout, & T. Halle, *Quality measurement in early childhood settings* (pp. 297-316). New York: Paul H. Brookes Publishing, Inc.
7. **Downer, J. T.**, & Myers, S. S. (2009). Application of a developmental/ecological model to family-school partnerships. In S. L. Christenson & A. L. Reschly (Eds.), *The handbook on school-family partnerships for promoting student competence* (pp. 3-29). Philadelphia: Routledge/Taylor and Francis Group.
8. **Downer, J. T.**, Campos, R.\*, McWayne, C., & Gartner, T.\* (2008). Father involvement and children's early learning: A critical review of published empirical work from the past 15 years. In W. Jeynes (Ed.), *Family factors and the educational success of children*. Philadelphia: Routledge/Taylor and Francis Group.

9. **Downer, J. T.** (2007). Father involvement during early childhood. In R. Pianta, M. Cox, & K. Snow (Eds.), *School readiness and the transition to kindergarten in the Era of Accountability* (pp. 329-354). New York: Paul H. Brookes Publishing, Inc.
10. **Downer, J. T.**, Driscoll, K.\*, & Pianta, R. C. (2006). The transition from kindergarten to first grade: A developmental, ecological approach. In D. Gullo (Ed.), *K Today: Teaching and learning in the kindergarten year* (pp. 151-160). Washington, DC: National Association for the Education of Young Children.

#### *Manuscripts Under Review*

1. Reilly, S.\*, **Downer, J.T.**, & Williford, A. (revise and resubmit). Roles of children's engagement and teacher-child interactions in developing school readiness skills. Submitted to *Journal of Applied Developmental Psychology*.
2. Gallo, R.\*, & **Downer, J. T.** (revise and resubmit). Peer effects of social interactions and task engagement on self-regulation development in the preschool classroom. Submitted to *Early Childhood Research Quarterly*.
3. Reilly, S., **Downer, J. T.**, & Williford, A. (revise and resubmit). Roles of executive functioning and language in developing low-income preschoolers' behavior and emotion regulation. Submitted to *Early Childhood Research Quarterly*.
4. Corbin, C. M.\*, & **Downer, J. T.** (under review). The relation between grit, classroom characteristics, and middle school students' math achievement. Submitted to the *Journal of Educational Research*.

#### *Manuscripts In Progress*

1. **Downer, J. T.**, Brown, J., Stuhlman, M., Molano, A., & Jones, S. (in preparation). Examining the impacts of 4Rs+MTP on children's social-emotional, behavioral, and academic competence in urban elementary schools.
2. **Downer, J. T.**, Pianta, R. C., Burchinal, M., Field, S., Hamre, B. K., Locasale-Crouch, J., Howes, C., LaParo, K., & Scott-Little, C. (in preparation). Coaching and coursework focused on teacher-child interactions during language/literacy instruction: Effects on teacher outcomes and children's classroom engagement.

#### *Project Reports, Manuals, and Other Non-Refereed Publications*

1. **Downer, J. T.**, & Reilly, S.\* (2017). *Brain training in an afterschool context: Evaluation of effects on cognitive skills, reading achievement, and learning behaviors*. Research report prepared for Albemarle County Public Schools and LearningRx, Inc.
2. Curby, T. W., **Downer, J. T.**, & Booren, L. M. (2014). *Teachers' supports and children's engagement: Testing for bidirectional associations*. CASTL Research Brief.  
[http://curry.virginia.edu/uploads/resourceLibrary/CASTL\\_Research\\_Brief-Curby\\_et\\_al.\\_%282014%29.pdf](http://curry.virginia.edu/uploads/resourceLibrary/CASTL_Research_Brief-Curby_et_al._%282014%29.pdf)
3. Williford, A. P., **Downer, J.T.**, & Hamre, B. K. (2014). *Virginia Kindergarten Readiness Project--Phase 2 Legislative Report*. Research report prepared for Elevate Early Education (E3).
4. Williford, A. P., **Downer, J.T.**, & Hamre, B. K., & Pianta, R. C. (2014). *Virginia Kindergarten Readiness Project--Phase 2 Executive Summary*. Research summary report prepared for Elevate Early Education.
5. Williford, A. P., Whittaker, J. E., Vitiello, V. E., & **Downer, J. T.** (2014) *Children's engagement in preschool and their development of self-regulation*. CASTL Research Brief.  
[http://curry.virginia.edu/uploads/resourceLibrary/CASTL\\_Research\\_Brief-Williford\\_et\\_al.\\_%282013%29\\_EED\\_Updated.pdf](http://curry.virginia.edu/uploads/resourceLibrary/CASTL_Research_Brief-Williford_et_al._%282013%29_EED_Updated.pdf)

6. **Downer, J.**, & Yazejian, N. (2013). *Measuring the quality and quantity of implementation in early childhood interventions* (OPRE Research Brief OPRE 2013-12). Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.
7. Sanders, K., & **Downer, J. T.** (2013). *Predicting acceptance of diversity in pre-kindergarten classrooms*. CASTL Research Brief. [http://curry.virginia.edu/uploads/resourceLibrary/CASTL\\_Research\\_Brief-Sander\\_Downer\\_%282012%29\\_ECRQ.pdf](http://curry.virginia.edu/uploads/resourceLibrary/CASTL_Research_Brief-Sander_Downer_%282012%29_ECRQ.pdf)
8. **Downer, J. T.**, & Hasbrouck, S.\* (2013). *Professional development training, supports, and evaluation for Geneva's Head Start and elementary school teachers*. Research report prepared for the Wyckoff Family Foundation, Geneva, NY.
9. Williford, A. P., **Downer, J.T.**, & Hamre, B. K. (2013). *Virginia Kindergarten Readiness Project--Phase 1 Report: Concurrent Validity of Teaching Strategies GOLD*. Research report prepared for Elevate Early Education (E3).
10. Williford, A. P., **Downer, J.T.**, & Hamre, B. K. (2013). *Virginia Kindergarten Readiness Project--Phase 1 Executive Summary*. Research summary report prepared for Elevate Early Education.
11. **Downer, J.**, & Brown, J. (2012). Supporting the implementation of the Reading, Writing, Respect and Resolution (4Rs) program with MyTeachingPartner (MTP). *AERA SEL Special Interest Group Newsletter*, 6, 7-8.
12. **Downer, J.T.**, Lopez, M., Grimm, K., Hamagami, A., Pianta, R., & Howes, C. (2012). *Measuring teacher-child interactions in linguistically diverse pre-k classrooms*. CASTL Research Brief. [http://curry.virginia.edu/uploads/resourceLibrary/Research\\_Brief\\_-\\_CLASS--DLL-NCRECE.pdf](http://curry.virginia.edu/uploads/resourceLibrary/Research_Brief_-_CLASS--DLL-NCRECE.pdf)
13. Hamre, B., Pianta, R., Burchinal, M., Field, S., LoCasale-Crouch, J., **Downer, J. T.**, Howes, C., LaParo, K., & Scott-Little, C. (2012). A course on effective teacher-child interactions. CASTL Research Brief. [http://curry.virginia.edu/uploads/resourceLibrary/Research\\_Brief\\_-\\_Course\\_Effects-NCRECE.pdf](http://curry.virginia.edu/uploads/resourceLibrary/Research_Brief_-_Course_Effects-NCRECE.pdf)
14. **Downer, J.**, & LoCasale-Crouch, J. (2012). *Early childhood transitions: A roadmap for the City of Richmond*. Research summary report prepared for the Early Childhood Development Initiative and Grade Level Alliance Transition and Alignment Subcommittee, Richmond, VA.
15. Vitiello, V. E., **Downer, J. T.**, Booren, L. M., & Williford, A. (2012). *A day in preschool: Variation in children's classroom engagement*. CASTL Research Brief. [http://curry.virginia.edu/uploads/resourceLibrary/Research\\_Brief\\_-\\_Variation\\_in\\_Classroom\\_Engagement.pdf](http://curry.virginia.edu/uploads/resourceLibrary/Research_Brief_-_Variation_in_Classroom_Engagement.pdf)
16. **Downer, J. T.**, Booren, L. M., Hamre, B., Pianta, R. C., & Williford, A. (2011). *The Individualized Classroom Assessment Scoring (inCLASS)*. Unpublished measure, University of Virginia.

## Grants & Contracts (funded)

### Active

1. **Long term effects of professional development to support new teachers' use of effective classroom management techniques**  
Institute of Education Sciences (Goal 3 Follow-up; R305A190162), Co-Investigator (2019-2022)  
Description: The goal of this project is to test potential long-term benefits of the integration of two prevention programs, Good Behavior Game and My Teaching Partner (GBG+MTP), for early elementary school teachers who have recently entered the teaching profession.  
Award: \$1,098,752 (PI: Patrick Tolan, University of Virginia)
2. **Examining the efficacy of RULER on school climate, teacher well-being, classroom climate, and student outcomes**  
Institute of Education Sciences (Goal 3; R305A180326), PI (2018-2023)  
Description: The goal of this project is to evaluate the impact of an emotion-focused, universal social-emotional learning intervention on elementary schools, teachers, classrooms, and students.



Award: \$3,299,999

**3. Contexts inside and outside of school walls as predictors of differential effectiveness in preschool professional development**

Institute of Education Sciences (Goal 1; R305A160013), Co-Investigator (2015-2020)

Description: The goal of this project is to identify features of schools, and the neighborhoods they are in, that create differences in impacts of an early childhood professional development intervention.

Award: \$699,490 (PI: Terri Sabol, Northwestern University)

UVA subcontract: \$60,000

**4. Behavioral engagement and executive functions as contributors to school readiness**

NICHHD (2R01HD051498-06A1), Co-PI with A. Williford (2016-2021)

Description: The goal of this project is to understand the interplay between young children's executive functioning and their behavioral engagement in the classroom as a key contributor to the development of school readiness skills in prek-kindergarten and kindergarten.

Award: \$2,822,749

**5. Testing the efficacy of Double Check: A cultural proficiency PD model in middle schools**

Institute of Education Sciences (Goal 3; R305A150221), Co-Investigator (2015-2020)

Description: The goal of this project is to evaluate whether a teacher professional development program designed to promote cultural proficiency and student engagement practices can improve middle school student academic and behavioral outcomes.

Award: \$3,496,525 (PI: Catherine Bradshaw, University of Virginia)

*Completed*

**1. Autism spectrum disorder and developmental disorders: Advancing Curry partnerships within and outside of UVA**

Curry Investment Support, Co-PI with W. Therrien (2017-2019)

Description: The goal of this project is to solidify and expand cross-Grounds and community relations with the Virginia Institute of Autism and Developmental and Behavioral Pediatrics, with the ultimate goal of establishing a seamless system of tiered services for children with autism and their families embedded within an interdisciplinary university-community research-to-practice partnership.

Award: \$200,000

**2. Virginia's preschool development grant**

U.S. Department of Education, Co-Investigator (2015-2018)

Description: The goal of this project is to expand high quality preschool access in 11 high need school divisions across Virginia, with an explicit emphasis on integrating evidence-based curriculum, teacher professional development, and data-driven decision-making.

Award: \$17,500,000 (Lead Agency, VA-DOE)

UVA subcontract: \$741,386 (PI: Bridget Hamre, University of Virginia)

**3. Effective teachers and effective teaching web-mediated professional development for high-quality reading comprehension instruction**

Institute of Education Sciences (Goal 2; R305A140384), Co-Investigator (2014-2018)

Description: The goal of this project is to develop and pilot test the pairing of an on-line course and web-mediated coaching to support reading comprehension instruction in upper elementary grades.

Award: \$1,495,000 (PI: Lindsay Clare Matsumura, University of Pittsburgh)

UVA subcontract: \$44,447

- 4. Testing the integration of an empirically-supported teacher consultation model and a social-emotional learning and literacy intervention in urban elementary schools**  
Institute of Education Sciences (Goal 3; R305A140559), Co-PI (2014-2018)  
Description: The goal of this project is to evaluate the pairing of a social-emotional learning program with a video-based coaching protocol in a school-level randomized controlled trial.  
Award: \$3,500,000 (PI: Josh Brown, Fordham University)  
UVA subcontract: \$479,720
- 5. Professional development to support new teachers' use of effective classroom management techniques**  
Institute of Education Sciences (Goal 3; R305A130107), Co-Investigator (2013-2017)  
Description: The goal of this project is to evaluate a classroom management and video-based coaching intervention with early career K-3 teachers in a randomized controlled trial.  
Award: \$3,500,000 (PI: Patrick Tolan, University of Virginia)
- 6. Virginia kindergarten readiness project: Phase II**  
VA Department of Education, Co-Investigator (2015-2016)  
Description: The goal of this project was to implement a multi-pronged kindergarten readiness assessment that addresses math, social skills, self-regulation, and literacy across 21 school divisions in Virginia.  
Award: \$1,000,000 (PI: Amanda Williford, University of Virginia)
- 7. Recasting the challenges of classroom management: Strengthening capacity of teacher-student interactions to engage diverse learners**  
Atlantic Philanthropies, Co-Investigator (2013-2015)  
Description: The goal of this project was to develop and evaluate freely available on-line professional development modules for teachers that support strong relationship building with diverse students and facilitate all students having equal access to learning opportunities.  
Award: \$350,000 (PI: Robert Pianta, University of Virginia)
- 8. Virginia kindergarten readiness project: Phase I**  
Elevate Early Education, Co-Investigator (2013-2015)  
Description: The goal of this project was to research, select, and pilot school readiness assessment tools that complemented an existing literacy measure. This involved focusing on other key school readiness domains, like social skills and math, and ultimately a statewide descriptive study of kindergarten readiness.  
Award: \$280,000 (PI: Amanda Williford, University of Virginia)
- 9. Using validated measures of children's engagement with teachers, peers, and tasks to guide teachers' response toward children with emotional and behavioral challenges**  
Institute of Education Sciences (Goal 2; R305A120323), PI (2012-2015)  
Description: The goal of this project was to develop and pilot a video-based, web-mediated mental health consultation model to support teachers' work with children displaying challenging behaviors in the classroom.  
Award: \$1,273,577
- 10. Longitudinal analyses through third grade for the Head Start Impact Study**  
Westat, Inc., Co-PI (2007-2014)  
Description: This project involved the preparation of a technical note for Westat, Inc. regarding analyses with the Head Start Impact Study that examined elementary school moderators of longer-term preschool impacts.

Award: \$126,249 (Co-PI: Andrew Mashburn, Portland State University)

**11. Using an empirically-supported teacher consultation model to facilitate the implementation of an integrated social-emotional learning and literacy curriculum in urban elementary schools**

Institute of Education Sciences (Goal 2; R305A100590), PI (2010-2014)

Description: The goal of this project was to develop and pilot a coaching and on-line support system to bolster the implementation of a social-emotional learning curriculum in elementary school classrooms.

Award: \$1,469,976

**12. Development and validation of scalable, multi-method approaches to measuring teacher-student interactions**

William T. Grant and Spencer Foundations, PI (2009-2014)

Description: The goal of this project was to develop easy-to-administer tools to assess teacher-student interactions using student and informant (principal/supervisor) surveys.

Award: \$494,990

**13. National Center for Research on Early Childhood Education (NCRECE)**

Institute of Education Sciences (R305A060021), Co-Investigator (2007-2013)

Description: This was a major grant award in support of establishment of a top-tier educational research center, including a randomized trial of preschool teacher professional development.

Award: \$11,016,009 (PI: Robert Pianta, University of Virginia)

**14. Observational assessment of young children's competence**

NICHD (5R01HD51498-3), Co-Investigator (2005-2012)

Description: This project was designed to support research for the development of the Individualized Classroom Assessment Scoring System (inCLASS), an observational system to assess young children's engagement with teachers, peers, and tasks in early childhood classrooms.

Award: \$2,317,430 (PI: Robert Pianta, University of Virginia)

**15. Empirical and theoretical issues in classroom observation: Creating practical tools for school-based researchers and practitioners**

William T. Grant Foundation, Co-Investigator (2007-2009)

Description: This project involved the production of a report for school-based personnel and scientists that made recommendations about how best to conduct classroom observations for both practical and research purposes.

Award: \$200,000 (PI: Robert Pianta, University of Virginia)

**16. Defining and describing dads: A father's role in promoting Head Start children's school readiness**

Department of Health and Human Services - Head Start Graduate Student Research Grant, PI (2001-2003)

Description: The goal of this dissertation funding was to examine the many ways that fathers and father figures provide input and support to young children in Head Start and understand how this was associated with school readiness skills.

Award: \$37,669 (Co-PI: Julia Mendez, University of North Carolina-Greensboro)

**Scholarly Presentations – Refereed** (\*indicates student or former student)

1. Molloy Elreda, L., Tolan, P., Bradshaw, C., **Downer, J.**, Lawson, A., & Ialongo, N. (2019, March). A randomized trial testing the GBG+MTP program with early career teachers: Effects on students. Paper presented at the Spring 2019 Conference of the Society for Research on Educational Effectiveness, Washington, DC.

2. Brown, J., Lowenstein, A., Sutton, E.\*, Carlton, R.\*, & **Downer, J.** (2019, March). *Experimental impacts of the 4Rs+MTP program on teachers' well-being, classroom interactions, and children's social-emotional and academic development*. Paper presented at the Spring 2019 Conference of the Society for Research on Educational Effectiveness, Washington, DC.
3. Castillo, J.\*, Corbin, C.\*, & **Downer, J.** (2019, March). *Implicit bias, exclusionary discipline, and expectations for students: Does the teacher-student racial/ethnic match matter?* Poster presented at the Biennial Meeting of the Society for Research in Child Development, Baltimore, MD.
4. Brown, J., Lowenstein, A., Sutton, E.\*, & **Downer, J.** (2019, March). *Experimental impacts of the 4Rs+MTP program on children's social-emotional and academic development*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Baltimore, MD.
5. Tolan, P., Bradshaw, C., **Downer, J.**, Molloy Elreda, L., Lawson, A., McDaniel, H., & Ialongo, N. (2019, March). *Effects of professional development training on new teachers and their students*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Baltimore, MD.
6. Barry, M.\*, Brown, J., Sutton, E.\*, Lowenstein, A., & **Downer, J.** (2019, March). *Associations between child and teacher perceptions of relationship quality and child academic and behavioral outcomes*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Baltimore, MD.
7. Russo, J.\*, Williford, A., & **Downer, J.** (2019, March). *Understanding young children's self-regulation development through examination of experiences in classrooms and neighborhoods*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Baltimore, MD.
8. **Downer, J.** (2019, March). *Examining children's classroom experiences in the context of teacher mental health and access to supports*. Chairperson and organizer of symposium at the Biennial Meeting of the Society for Research in Child Development, Baltimore, MD.
9. Corbin, C.\*, Alamos, P.\*, **Downer, J.**, & Brown, J. (2019, March). *Understanding bidirectional associations between student-teacher relationships and teachers' wellbeing*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Baltimore, MD.
10. Reilly, S.\* & **Downer, J.** (2018, June). *Characterizing profiles of family risk and protective factors in Head Start: Associations with children's skill development*. Poster presented at ACF's National Research Conference on Early Childhood, Arlington, VA.
11. Gallo, R.\*, **Downer, J.**, & Williford, A. (2018, June). *Peer effects on self-regulation development in the preschool classroom*. Poster presented at ACF's National Research Conference on Early Childhood, Arlington, VA.
12. **Downer, J.** (2018, June). *Engaging teachers serving children under three in professional development*. Discussant for symposium at ACF's National Research Conference on Early Childhood, Arlington, VA.
13. McGinty, A., Williford, A., Invernizzi, M., & **Downer, J.** (2018, June). *The broadening of a statewide early assessment and intervention system: Data on the process and impact of change*. Paper presented at ACF's National Research Conference on Early Childhood, Arlington, VA.
14. Corbin, C.\*, Ruzek, E., & **Downer, J.** (2018, April). *Does congruence between student and observer ratings of classroom interactions matter for student behavior and relationships?* Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
15. Connors, A.\*, Sutton, E.\*, Lowenstein, A., Brown, J., & **Downer, J.** (2018, April). *Teacher burnout as a predictor of emotional support and organization within classrooms*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
16. Corbin, C.\*, Alamos, P.\*, **Downer, J.**, & Brown, J. (2018, Sept). *The quality of teacher-student relationships as a source for teachers' wellbeing*. Paper to be presented at the European Conference on Educational Research, Bolzano, Italy.
17. Tolan, P., Elreda, L., Bradshaw, C., **Downer, J.**, & Ialongo, N. (2018, May). *Following teachers to test the impact on subsequent student cohorts: Effects of the GBG+MTP program*. Paper presented at the Society for Prevention Research Annual Meeting, Washington, DC.
18. Lowenstein, A., Brown, J., & **Downer, J.** (2018, May). *Classroom social, emotional, and behavioral composition and students' social-emotional and academic skills*. Poster presented at the Society for Prevention Research Annual Meeting, Washington, DC.

19. Sutton, E.\*, Brown, J., & **Downer, J.** (2018, May). *Social-emotional classroom composition and the quality of classroom interactions in urban elementary schools*. Poster presented at the Society for Prevention Research Annual Meeting, Washington, DC.
20. Rucinski, C.\*, Brown, J., & **Downer, J.** (2018, May). *Making sense of difference: Elementary school and classroom diversity and children's social-emotional and academic development*. Poster presented at the Society for Prevention Research Annual Meeting, Washington, DC.
21. Corbin, C.\*, Alamos, P.\*, **Downer, J.**, & Brown, J. (2018, May). *The quality of teacher-student relationships as a target for preventing teachers' burnout*. Poster presented at the Society for Prevention Research annual meeting. Washington, D. C. [Winner of the Early Career Prevention Network (ECPN) graduate student poster contest]
22. Tolan, P., Ialongo, N., Bradshaw, C., **Downer, J.**, & Lawson, A. (2017, June). *Supporting new teachers' use of effective classroom management techniques: An integration of the Good Behavior Game and MyTeachingPartner*. Paper presented at the Society for Prevention Research Annual Meeting, Washington, DC.
23. **Downer, J.**, Tolan, P., Ialongo, N., & Bradshaw, C. (2017, April). *Examining early career K-3 teachers' work stress and classroom practice in relation to students' disruptive behavior*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Austin, TX.
24. **Downer, J.** (2017, April). *Self-regulation interventions to promote school success across prek-5<sup>th</sup> grade*. Chairperson and organizer of symposium at the Biennial Meeting of the Society for Research in Child Development, Austin, TX.
25. Carlton, R.\*, Brown, J., & **Downer, J.** (2017, April). *Reading emotions: Teachers' style of reading aloud and children's emotional regulation and academic achievement*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Austin, TX.
26. Reilly, S.\*, **Downer, J.**, & Williford, A. (2017, April). *Understanding the roles of teacher-child interactions and children's classroom engagement in developing school readiness skills*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Austin, TX.
27. Reilly, S.\*, **Downer, J.**, Williford, A., & Bulotsky Shearer, R. (2016, July). *Implementation effects of the Learning to Objectively Observe Kids (LOOK) Consultation Model: An exploratory analysis*. Poster presented at ACF's National Conference on Early Childhood, Washington, DC.
28. Hasbrouck, S.\*, Russo, J.\*, **Downer, J.**, & Williford, A. (2016, July). *Using kindergarten entry data to guide teachers' beliefs, skills, and practice through instructionally-focused, data-driven consultation*. Poster presented at ACF's National Conference on Early Childhood, Washington, DC.
29. Shearer, R., Williford, A., & **Downer, J.** (2016, July). *Pilot findings from a data-driven, video-based early childhood teacher consultation model to improve children's challenging behaviors*. Poster presented at ACF's National Conference on Early Childhood, Washington, DC.
30. Williford, A., **Downer, J.**, Shearer, R. (2016, June). *Pilot results of using a data-driven, video-based consultation teacher consultation model to improve preschool children's challenging behaviors*. Paper presented at the Society for Prevention Research Annual Meeting, San Francisco, CA.
31. **Downer, J.**, Bulotsky Shearer, R., Ampudia, S., & Villanueva, D. (2016, April). *Introduction to the Learning to Objectively Observe Kids (LOOK) model: Integrating Pyramid Model strategies into consultation cycles with preschool teachers*. Presentation at the National Institute on Effective Practices: Addressing Challenging Behavior, St. Petersburg, FL.
32. Hemmeter, M.L., Snyder, P., Feil, E., Bulotsky Shearer, R., & **Downer, J.** (2016, April). *Research on Pyramid Model practices: Findings, issues, and implications*. Presentation at the National Institute on Effective Practices: Addressing Challenging Behavior, St. Petersburg, FL.
33. **Downer, J.**, Williford, A., Shearer, R., & Lhospital, A. (2015, March). *Data-driven early childhood mental health consultation with teachers to improve children's engagement in preschool classrooms*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Philadelphia, PA.

34. **Downer, J.** (2015, March). *Short- and long-term impacts of classroom-based social-emotional learning interventions during early schooling*. Chair of symposium at the Biennial Meeting of the Society for Research in Child Development, Philadelphia, PA.
35. **Downer, J.** (2015, March). *Opportunities for change: Maximizing the impact of quality improvement efforts in early care and education programs*. Discussant of symposium at the Biennial Meeting of the Society for Research in Child Development, Philadelphia, PA.
36. **Downer, J.**, Brown, J., Molano, A., Stuhlman, M., Hamre, B., Rucinski, C. \*, Wertz, H. \*, & Jones, S. (2015, March). *Examining the impacts of 4Rs+MTP on children's social-emotional, behavioral, and academic competence in urban elementary schools*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Philadelphia, PA.
37. Pianta, R., DeCoster, J., Cabell, S., Burchinal, M., Hamre, B., **Downer, J.**,...& Howes, C. (2015, March). *Dose-response relations between pre-k teachers' exposure to coaching and increases in quality of teacher-child interactions*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Philadelphia, PA.
38. Hamre, B., Pianta, R., DeCoster, J., & **Downer, J.** (2015, March). *Variation in impacts of a college course and MyTeachingPartner coaching model on preschool children's development*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Philadelphia, PA.
39. Hamre, B., Pianta, R., **Downer, J.**, & Locasale-Crouch, J. (2015, March). *MyTeachingPartner video coaching: What we have learned about impacts and teacher engagement*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Philadelphia, PA.
40. Jimenez, M. \*, Hamre, B., & **Downer, J.** (2015, March). *"How are my actions impacting my students": Is teachers' analysis of their interactions with students associated with change in their interactions?* Poster presented at the Biennial Meeting of the Society for Research in Child Development, Philadelphia, PA.
41. Rucinski, C. \*, Brown, J., **Downer, J.**, Wertz, H., Gologor, B., Stuhlman, M., & Hamre, B. (2015, March). *Teacher-child relationships, classroom emotional climate, and elementary students' social-emotional and academic development*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Philadelphia, PA.
42. Ruzek, E., **Downer, J.**, & Schenke, K. (2015, March). *When students perceive teachers to be responsive to help seeking: A multi-method study*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Philadelphia, PA.
43. **Downer, J.**, Williford, A., Shearer, R., & Lhospital, A. (2015, March). *Using data-driven, video-based consultation with teachers to address children's challenging behaviors in early childhood education classrooms*. Invited paper presented at the Spring 2015 SREE Conference, Washington, DC.
44. Portnow, S. \*, & **Downer, J.** (2015, March). *An increase in positive climate, a reduction in negative social emotional skills, or both?: Examining how universal social emotional programs achieve reductions in aggression*. Poster presented at the Spring 2015 SREE Conference, Washington, DC.
45. Phillips, K. \*, & **Downer, J.** (2014, July). *Alignment of teacher and independent observer ratings of child behavior under different conditions of class size in a pre-Kindergarten classroom*. Poster presented at the National Head Start Research Conference, Washington, DC.
46. Bulotsky-Shearer, R., Williford, A., **Downer, J.**, & Lhospital, A. (2014, July). *Using data to individualize the scope and sequence of consultation with teachers and address children's challenging behaviors in Head Start classrooms*. Poster presented at the National Head Start Research Conference, Washington, DC.
47. Hasbrouck, S. \*, & **Downer, J.** (2014, July). *Understanding happiness and worry of Latino preschoolers within a nationally representative sample*. Poster presented at the National Head Start Research Conference, Washington, DC.
48. **Downer, J.**, Ruzek, E., Stuhlman, M., & Hamre, B. (2014, April). *Observing teacher-student interactions in upper elementary school with the Classroom Assessment Scoring System (CLASS)*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
49. **Downer, J.**, Bohmann, N., Maier, M., Williford, A., & Booren, L. (2014, April). *Observing preschool children's engagement with teachers, peers and tasks in a large, diverse sample of early childhood*

- education classrooms*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
50. Ruzek, E., & **Downer, J.** (2014, March). *Exploring variability in teachers' responsiveness to student help seeking within classrooms*. Poster presented at the SRA Biennial Meeting in Austin, TX.
  51. **Downer, J.**, Brown, J., Herrera, M. J.\*, Stuhlman, M., Bourassa, K.\*, Gologor, B., & Wong, P. (2013, March). *Coaching quality and teachers' implementation of the 4Rs social-emotional and literacy curriculum: Testing the link between two levels of intervention fidelity*. Paper presented at the Spring 2013 SREE Conference, Washington, DC.
  52. Stuhlman, M., **Downer, J.**, Schwieg, J.\*, & Martinez, J. F. (2013, April). *Measuring effective teacher-student interactions from a student perspective: A Multi-level analysis*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
  53. **Downer, J.**, & Stuhlman, M. (2013, April). *Understanding students' perceptions of classroom interactions in relation to other informants and student outcomes*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Seattle, Washington.
  54. **Downer, J.**, Bohlmann, N., Maier, M., Booren, L., Williford, A., & Pianta, R. (2013, April). *Using the inCLASS to observe children's engagement with teachers, peers and tasks: Measurement invariance and predictive validity*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Seattle, Washington.
  55. **Downer, J.** (2013, April). *Understanding how children's engagement in different preschool classroom contexts contributes to social and academic development*. Chaired symposium at the Biennial Meeting of the Society for Research in Child Development, Seattle, Washington.
  56. **Downer, J.** (2013, April). *Moderators of Head Start program impacts: Reanalysis of the Head Start Impact Study*. Symposium discussant at the Biennial Meeting of the Society for Research in Child Development, Seattle, Washington.
  57. Curby, T.\*, **Downer, J.**, & Booren, L. (2013, April). *Behavioral exchanges between teachers' supports and children's engagement over the course of a typical preschool day*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Seattle, Washington.
  58. Pianta, R., Burchinal, M., Hamre, B., **Downer, J.**, Williford, A., LoCasale-Crouch, J., & Howes, C. (2013, April). *Impacts on preschoolers' language, literacy, and self-regulation skills of teacher's exposure to professional development coursework or coaching*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Seattle, Washington.
  59. Bohlmann, N., **Downer, J.**, & Sabol, T\*. (2013, April). *Contribution of engagement with teachers, peers, and tasks to variation in school readiness and the role of instructional context*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Seattle, Washington.
  60. **Downer, J.**, Williford, A., Booren, L., & Pianta, R. (2012, June). *The Individualized Classroom Assessment Scoring System*. Symposium presentation at the National Head Start Research Conference, Washington, DC.
  61. Bohlmann, N., **Downer, J.**, Booren, L., Maier, M., & Williford, A. (2012, June). *Using the inCLASS to measure preschool children's engagement with teachers, peers, and tasks*. Poster presented at the National Head Start Research Conference, Washington, DC.
  62. LoCasale-Crouch, J., Cabell, S., DeCoster, J., **Downer, J.**, & Pianta, R. (2012, June). *Variation in consultation quality and teacher responsiveness: Associations with change in teacher practice*. Poster presented at the National Head Start Research Conference, Washington, DC.
  63. Curby, T.W.\*, **Downer, J.T.**, & Booren, L. (2012, June). *The influence of classrooms on children and children on classrooms: Testing bidirectional associations during a typical day of preschool*. Poster presented at the National Head Start Research Conference, Washington, DC.
  64. Stuhlman, M., **Downer, J.**, & DeCoster, J. (2012, April). *Developing and validating scalable approaches to assessing effective classroom interactions*. Paper presented at the meeting of the American Educational Research Association, Vancouver, BC, Canada.

65. Hatfield, B., Hamre, B., **Downer, J.**, & Howes, C. (2012). *Teacher characteristics influence responsiveness to a course and a consultancy focused on effective teacher-child interactions*. Paper presented at the Spring 2012 SREE Conference, Washington, DC.
66. LoCasale-Crouch, J. DeCoster, J., Cabell, S., **Downer, J.**, & Pianta, R. (2012). *Variation in teachers' instructional interactions within two interventions: Associations with intervention responsiveness and teacher/classroom characteristics*. Paper presented at the Spring 2012 SREE Conference, Washington, DC.
67. **Downer, J.** (2011, June). *Remembering the adult learner inside the prevention provider/specialist: A strategy to improve implementation quality*. Discussant for a roundtable at the 19<sup>th</sup> Annual Meeting of the Society for Prevention Research, Washington, DC.
68. **Downer, J.**, & LoCasale-Crouch, J. (2011, June). *Implementation of an on-line coaching model with preschool teachers: Lessons learned from a field-based trial*. Paper presented at the 19<sup>th</sup> Annual Meeting of the Society for Prevention Research, Washington, DC.
69. **Downer, J.**, Vitiello, V., Maier, M., & Williford, A. (2011, March). *Typologies of children's interactions within preschool classrooms and their associations with school readiness*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Montreal, Quebec.
70. Hamre, B., **Downer, J.**, & Williford, A. (2011, March). *Emotional supports in the preschool classroom and early academic performance: Examining potential mediators*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Montreal, Quebec.
71. Williford, A., **Downer, J.**, Maier, M., Pianta, R., & Howes, C. (2011, March). *Examining the fit between teachers' and children's classroom interactions observed at the classroom and the individual child level*. Poster symposium at the Biennial Meeting of the Society for Research in Child Development, Montreal, Quebec.
72. Haak, J.\*, & **Downer, J.** (2011, March). *Longitudinal associations between language ability and behavior problems in boys and girls across early childhood*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Montreal, Quebec.
73. Hartz, K.\*, Haak, J.\*, Vitiello, V., Williford, A., & **Downer, J.** (2011, March). *Emotion regulation development: The role of positive and negative engagement in the preschool classroom*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Montreal, Quebec.
74. Jamil, F.\*, & **Downer, J.** (2011, March). *Understanding the contribution of teachers' psychological profiles to emotionally supportive classroom interactions*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Montreal, Quebec.
75. Williford, A., & **Downer, J.** (2011, March). *Preschoolers' individual classroom interactions with teachers, peers and tasks: Implications for development and intervention*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Montreal, Quebec.
76. Walters, T.\*, Pianta, R., **Downer, J.**, & Cao, Y. (2011, March). *Improving child care in Virginia: An evaluation of the Star Quality Initiative*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Montreal, Quebec.
77. Hamre, B., Henry, A.\*, Locasale-Crouch, J., **Downer, J.**, Pianta, R., et al. (2011, March). *Implementation fidelity and teachers' engagement in a course on effective teacher-child interactions: Effects on teacher beliefs, knowledge and practice*. Paper presented at the Spring 2011 SREE Conference, Washington, DC [also served as the Chair of this symposium].
78. **Downer, J.**, Hamre, B., Pianta, R., LoCasale-Crouch, J., & Burchinal, M. (2010, June). *Facilitation of effective teacher-child interactions through web-mediated consultation*. Poster session presented at the 5<sup>th</sup> Annual IES Research Conference, Washington, DC.
79. LoCasale-Crouch, J., Kraft-Sayre, M., Pianta, R., Hamre, B., & **Downer, J.** (2010, June). *Intervention implementation at scale: Feasibility and fidelity of an early childhood course in nine settings*. Poster session presented at the 5<sup>th</sup> Annual IES Research Conference, Washington, DC.
80. Jamil, F.\*, **Downer, J.**, & Pianta, R. (2010, June). *The contribution of preservice teachers' performance and beliefs to teacher efficacy at program completion*. Poster session presented at the 5<sup>th</sup> Annual IES Research Conference, Washington, DC.



81. Booren, L., Vitiello, V., & **Downer, J.** (2010, June). *Observing differences in preschoolers' interactions with teachers, peers, and tasks across classroom activity settings*. Paper presented at Head Start's 10<sup>th</sup> National Research Conference, Washington, DC.
82. **Downer, J.**, Williford, A., Booren, L., & Pianta, R. (2010, June). *Using observations of children's classroom interactions to predict school readiness: Validity of the Individualized Classroom Assessment Scoring System (inCLASS)*. Poster presented at Head Start's 10<sup>th</sup> National Research Conference, Washington, DC.
83. **Downer, J.**, Lopez, M., Hamagami, A., Howes, C., & Pianta, R. (2009, June). *The Classroom Assessment Scoring System in Dual Language Learner classrooms: Factor structure and predictive validity*. Poster session presented at the 4<sup>th</sup> Annual IES Research Conference, Washington, DC.
84. Pianta, R., Bryant, D., Burchinal, P., **Downer, J.**, Hamre, B., Howes, C., Justice, L., LaParo, K., Scott-Little, C. et al. (2009, June). *Supporting language and literacy development in preschool classrooms through effective teacher-child interactions*. Poster session presented at the 4<sup>th</sup> Annual IES Research Conference, Washington, DC.
85. Abry, T. \*, Lima, O. K. \*, Booren, L. M., Luckner, A. E., & **Downer, J.** (2009, April). *Teacher ratings and observations: Comparing two measures of children's interactions in classrooms*. Poster session presented at the Biennial Meeting of the Society for Research in Child Development, Denver, CO.
86. **Downer, J.**, Booren, L. M., Luckner, A. E., & Pianta, R. C. (2009, April). Psychometric results from a field test of the Individualized Classroom Assessment Scoring System (inCLASS). In J. A. Griffin (Chair), *The Interagency Consortium for School Readiness Outcome Measures (ICSROM): Preliminary results*. Poster symposium conducted at the Biennial Meeting of the Society for Research in Child Development, Denver, CO.
87. **Downer, J.**, Lopez, M. L., Pianta, R. C., Howes, C., & Kohrt, B. K. (2009, April). Investigating the Classroom Assessment Scoring System (CLASS) within a DLL subgroup from a multi-state study of preschool programs. In M. L. Lopez (Chair), *Advances in the assessment of classroom quality for preschool Dual Language Learners (DLL): Findings from three studies*. Symposium conducted at the Biennial Meeting of the Society for Research in Child Development, Denver, CO.
88. Haak, J. \*, & **Downer, J.** (2009, April). *Home emergent literacy exposure and early literacy skills in children with attention problems*. Poster session presented at the Biennial Meeting of the Society for Research in Child Development, Denver, CO.
89. Hamre, B. K., Hadden, S., **Downer, J.**, LoCasale-Crouch, J., & Pianta, R. C. (2009, April). Understanding changes in preschool teachers' practice during MyTeachingPartner Consultation: A mixed methods study. In M. D. LaRusso (Chair), *School-based interventions to promote child development: Using mixed methods to enhance understanding of context*. Symposium conducted at the Biennial Meeting of the Society for Research in Child Development, Denver, CO.
90. Mashburn, A. J., **Downer, J.**, Hamre, B. K., & Pianta, R. C. (2009, April). Effects of a web-based teacher professional development program on children's development of social skills during pre-k. In J. A. Griffin (Chair), *The Interagency School Readiness Consortium: Preliminary findings*. Poster symposium conducted at the Biennial Meeting of the Society for Research in Child Development, Denver, CO.
91. Myers, S. M., **Downer, J.**, Booren, L. M., & Pianta, R. C. (2009, April). Examining the relations of child temperament and teacher-child interactions to preschoolers' language/literacy development. In C. Valiente (Chair), *The role of temperament in children's school success*. Symposium conducted at the Biennial Meeting of the Society for Research in Child Development, Denver, CO.
92. Sweeney, B. D. \*, Luckner, A. E., Abry, T. \*, Booren, L. M., & **Downer, J.** (2009, April). *Classroom composition and teacher characteristics: Associations with children's teacher, peer, and task interactions*. Poster session presented at the Biennial Meeting of the Society for Research in Child Development, Denver, CO.
93. **Downer, J. T.**, & Hamre, B. (2008, July). *The contribution of classroom characteristics to variation in teacher reports of student-teacher relationships during consecutive years of preschool*. Paper presented at 20<sup>th</sup> Biennial Conference of the International Society for the Study of Behavioural Development, Wurzburg, Germany.

94. Mashburn, A., **Downer, J. T.**, Fan, X., Hamre, B., & Pianta, R. C. (2008, June). *Effects of a web-based professional development intervention on children's development of literacy, language, and social-emotional skills*. Paper presented at Head Start's 9<sup>th</sup> National Research Conference, Washington, DC.
95. Hamre, B., Pianta, R.C., Bryant, D.M., Burchinal, M., **Downer, J. T.**, Howes, C.H., Justice, L.M., Scott-Little, C., & LaParo, K. (2008, June). *Supporting language and literacy development in preschool classrooms through effective teacher-child interactions & relationships: An overview and pilot findings from a major professional development research study*. Poster presentation at Head Start's 9<sup>th</sup> National Research Conference, Washington, DC.
96. **Downer, J. T.**, Luckner, A.E., Booren, L., Lima, O.K.&, & Yoder, B. (2008, June). *Multi-level modeling of observational ratings using the Classroom Assessment Scoring System-Child Version (CLASS-C)*. Poster presentation at Head Start's 9<sup>th</sup> National Research Conference, Washington, DC.
97. Booren, L., Lima, O.K.\*, **Downer, J. T.**, Luckner, A.E., Yoder, B., & Pianta, R. (2008, June). *Exploring the CLASS-C: Associations among observed classroom behaviors, teacher ratings, children's age, and activity settings*. Poster presentation at Head Start's 9<sup>th</sup> National Research Conference, Washington, DC.
98. **Downer, J. T.**, Mashburn, A., Pianta, R., & Hamre, B. (2008, June). *Teachers' implementation of web-based curricula and children's language and literacy development*. Paper presented at Head Start's 9<sup>th</sup> National Research Conference, Washington, DC.
99. Grimm, K., Curby, T. W.\*, Pianta, R., Mashburn, A., **Downer, J. T.**, Chomat-Mooney, L., & Hamre, B. K. (2008, March). *Partitioning variance associated with classroom observation*. Paper presented at the annual meeting of the American Educational Research Association. New York, NY.
100. Mashburn, A., Curby, T. W.\*, Pianta, R., Chomat-Mooney, L., Grimm, K., **Downer, J. T.**, & Hamre, B. K. (2008, March). *Efficient sampling of classroom-level processes*. Paper presented at the annual meeting of the American Educational Research Association. New York, NY.
101. Chomat-Mooney, L., **Downer, J. T.**, Pianta, R., Grimm, K., Mashburn, A., Curby, T. W.\*, Hamre, B. K., & Rimm-Kaufman, S. (2008, March). *Concurrent and predictive validity of classroom observations and other setting-level measures*. Paper presented at the annual meeting of the American Educational Research Association. New York, NY.
102. Mashburn, A., **Downer, J. T.**, Pianta, R. C., & Hamre, B. (2008, March). *Peer effects of children's language development during pre-kindergarten*. Paper presented at the annual meeting of the American Educational Research Association. New York, NY.
103. Hamre, B. K., LoCasale-Crouch, J., **Downer, J. T.**, & Pianta, R. C., (2008, March). *Myteachingpartner: prediction of variation in teacher participation and associations with observed teaching quality*. Paper presented at the annual meeting of the American Educational Research Association. New York, NY.
104. Pianta, R. C., Hamre, B. K., Mashburn, A., & **Downer, J. T.** (2008, March). *The science of observing child-teacher interactions in PK-3<sup>rd</sup> grade classrooms*. Paper presented at the annual meeting of the American Educational Research Association. New York, NY.
105. Lima, O.\*, **Downer, J.**, Gerber, E., Henry, A.\*, Nishida, T., Yoder, B., & Pianta, R. (2007, April). *Children's interactions across preschool contexts: An observational assessment*. Poster presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.
106. Mashburn, A.J., Hamre, B.K., Pianta, R. C., & **Downer, J.** (2007, March). *Three dimensions of child-teacher interactions in prek-third grade classrooms*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Boston, MA.
107. Rimm-Kaufman, S., & **Downer, J.** (2007, March). *How do classroom conditions and children's risk for school problems contribute to children's engagement in learning?* Paper presented at the Biennial Meeting of the Society for Research in Child Development, Boston, MA.
108. Hamre, B., Pianta, R., **Downer, J.**, & Mashburn, A.J. (2007, March). *Growth models of classroom quality over the course of the year in preschool programs*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Boston, MA.
109. Head-Reeves, D.M., Barbarin, O., **Downer, J.**, & Odom, E.C.\* (2007, March). *Home-school congruence and preschoolers' development: An examination of the cultural mismatch hypothesis*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Boston, MA.

110. Mashburn, A.J., Pianta, R.C., **Downer, J.**, & Hamre, B.K. (2007, March). *MyTeachingPartner: Effects of a web-based intervention to improve teacher quality*. Poster presentation at the Biennial Meeting of the Society for Research in Child Development, Boston, MA.
111. **Downer, J.**, Hamre, B.K., Pianta, R.C., & Hadden, S. (2007, March). *Predicting the quality of teacher-child interactions in pre-kindergarten classrooms: Patterns across activity settings*. Poster presentation at the Biennial Meeting of the Society for Research in Child Development, Boston, MA.
112. **Downer, J.**, Gerber, E., Lima, O.\*, Henry, A.\*, Nishida, T., Yoder, B., & Pianta, R. (2007, March). *Observational assessment of young children in a preschool environment*. Poster presentation at the Biennial Meeting of the Society for Research in Child Development, Boston, MA.
113. Pianta, R., Mashburn, A., Hamre, B., **Downer, J.**, & Justice, L. (2007, March). *Using web-based feedback to improve teacher-child interactions in pre-kindergarten classrooms*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Boston, MA.
114. **Downer, J. T.** (2006, June). *Teacher-child interactions in the classroom: Implications of teachers' attachment history*. Paper presented at Head Start's 8<sup>th</sup> National Research Conference, Washington, DC.
115. Campos, R.\*, **Downer, J.**, McWayne, C., & Gartner, T.\* (2006, June). *Father involvement in early childhood: A review of recent trends in the research literature*. Poster presentation at Head Start's 8<sup>th</sup> National Research Conference, Washington, DC.
116. Odom, E.\*, Head-Reeves, D., Barbarin, O., & **Downer, J. T.** (2006, June). *Childrearing beliefs and practices during preschool: An investigation of home-school congruence*. Poster presentation at Head Start's 8<sup>th</sup> National Research Conference, Washington, DC.
117. Hamre, B., Pianta, R., & **Downer, J.** (2006, June). *Social resources in the classroom and young children's academic and social development*. Poster presentation at the 14<sup>th</sup> Annual Meeting of the Society for Prevention Research, San Antonio, TX.
118. **Downer, J. T.** (2006, April). *Schooling, self-regulation, and early academic achievement*. Symposium discussant at the Biennial Meeting of the Conference on Human Development, Louisville, KY.
119. Hamre, B., Pianta, R., **Downer, J. T.**, & Mashburn, A. (2005, May). *Daily interactions in the classroom as a prevention tool*. Paper presented at the 13<sup>th</sup> Annual Meeting of the Society for Prevention Research,, Washington, DC.
120. **Downer, J. T.** (2005, May). *Socio-emotional competence as a salient factor in the early school success of children from low-income families*. Paper presented at the 13<sup>th</sup> Annual Meeting of the Society for Prevention Research, Washington, DC.
121. **Downer, J. T.**, LaParo, K. M., Rimm-Kaufman, S. E., & Pianta, B. C. (2005, April). *Teacher-child behaviors in the kindergarten classroom: A two level analysis*. Poster presentation at the Society for Research in Child Development Biennial Meeting, Atlanta, GA.
122. **Downer, J. T.**, & LaForett, D.\* (2004, May). *The search for essential elements of and ideal context for successful mentoring relationships: Development of a mentorship perspectives survey*. Paper presentation at the 4<sup>th</sup> Annual Cross-University Collaborative Mentoring Conference, New York, NY.
123. **Downer, J. T.**, LaForett, D., & Mendez, J. (2003, April). *Child, father, and family predictors of paternal involvement at home and Head Start*. Poster presentation at the Society for Research in Child Development Biennial Meeting, Tampa, FL.
124. **Downer, J. T.** & Horwitz, B. (2002, June). *Capturing the nuances of father involvement and its relation to Head Start children's school readiness*. Poster presentation at Head Start's 6<sup>th</sup> National Research Conference, Washington, DC.
125. **Downer, J. T.** (2002, May). *An eco-developmental mentorship model for engagement of young scholars in community partnerships*. Presentation at the 2<sup>nd</sup> Annual Cross-University Collaborative Mentoring Conference, Philadelphia, PA.
126. **Downer, J. T.**, Kilmann, P.R., & Davis, K.E. (2000, March). *Changing individuals' attitudes toward self and others through written self-disclosure*. Poster presentation at the 46<sup>th</sup> Annual Meeting of the Southeastern Psychological Association, New Orleans, LA.

127. Kilmann, P. R., Parnell, M. M., Urbaniak, G. C., & **Downer, J. T.** (1999, March). *Links between parent and child attachment patterns*. Poster presentation at the 45<sup>th</sup> Annual Meeting of the Southeastern Psychological Association, Savannah, GA.
128. Kilmann, P. R., Carranza, L. V., Urbaniak, G. C., Marinkovic, M., White, J. D., Andra, M. L., **Downer, J. T.**, & Laughlin, J. E. (1998, August). *Contrast of two group preventive interventions for insecurely attached participants*. Poster presentation at the 106<sup>th</sup> Annual Convention of the American Psychological Association, San Francisco, CA.
129. Marinkovic, M., Kilmann, P. R., **Downer, J. T.**, Laughlin, J. E., & Carranza, L. V. (1998, March). *Dysfunctional relationship beliefs, attachment patterns, interpersonal styles, and marital satisfaction*. Poster presentation at the 44<sup>th</sup> Annual Meeting of the Southeastern Psychological Association, Mobile, AL.
130. Kilmann, P. R., **Downer, J. T.**, Carranza, L. V., Laughlin, J. E., Major, S., & Marinkovic, M. (1998, March). *Effects of an attachment-based preventive intervention: A weekend replication*. Poster presentation at the 44<sup>th</sup> Annual Meeting of the Southeastern Psychological Association, Mobile, AL.
131. Kilmann, P., Carranza, L., Weltzien, E., & **Downer, J.** (1997, April). *Relationship between spousal personality characteristics, attachment patterns, and marital satisfaction*. Poster presentation at the 43<sup>rd</sup> Annual Meeting of the Southeastern Psychological Association, Atlanta, GA.

### Invited Scholarly Talks

1. **Downer, J. T.** (2018, June). *Measurement of inequitable experiences in the classroom*. Organized and chaired invited symposium at ACF's National Research Conference on Early Childhood, Arlington, VA.
2. **Downer, J. T.** (2018, April). *Work stress and teacher-student interactions: Implications for managing classroom behaviors*. Invited presentation at the Spring 2018 Learning and the Brain Conference, New York, New York.
3. **Downer, J. T.** (2018, January). *Observing students' individual classroom experiences*. Invited presentation at the Institute for Education Sciences' Annual Investigators Meeting, Arlington, VA.
4. **Downer, J.** Tolan, P., Bradshaw, C., Ialongo, N., & Lawson, A. (2017, March). *Professional development to support new teachers' use of effective classroom management techniques and improve student engagement: Role of work stress*. Invited presentation at the Spring 2017 SREE Conference, Washington, DC.
5. **Downer, J.** (2015, December). *National Center for Research on Early Childhood Education: Research mentorship program for minority scholars*. Invited presentation at the annual NCER/NCSEI Investigators Meeting in Washington, DC.
6. **Downer, J.**, Williford, A., Shearer, R., & Lhospital, A. (2015, March). *Using data-driven, video-based consultation with teachers to address children's challenging behaviors in early childhood education classrooms*. Invited paper presented at the Spring 2015 SREE Conference, Washington, DC.
7. **Downer, J.** (2015, March). *Altering the curve: Improving math outcomes through curriculum and teacher expectations*. Invited chair of symposium at the Spring 2015 SREE Conference, Washington, DC.
8. **Downer, J.**, Brown, J., Molano, A., Hamre, B., Stuhlman, M., Jones, S., Wertz, H.\* (2014, March). *Testing the integration of an empirically-supported teacher consultation model and a social-emotional learning and literacy intervention in urban elementary schools*. Invited paper presented at the Spring 2014 SREE Conference, Washington, DC.
9. **Downer, J.** (2014, September). *Classroom observation as a tool in teacher evaluation and research*. Invited chair of symposium at the Fall 2014 SREE Conference, Washington, DC.
10. **Downer, J.**, Stuhlman, M., Schweig, J.\*, Martinez, F., & Ruzek, E. (2014, September). *Student ratings of teacher support and classroom quality*. Invited paper presented at the Fall 2014 SREE Conference, Washington, DC.
11. **Downer, J.T.**, & Mashburn, A. (2014, May). *Do experiences in kindergarten play a role in hindering or promoting the persistence of Head Start impacts on cognitive and social-emotional outcomes?* Invited talk

- for the Office of Planning Research and Evaluation's working meeting on Early Elementary School Experiences and Sustaining the Effects of Early Childhood Education, Washington, DC.
12. **Downer, J.** (2013). *Results of the NCRECE Professional Development Study: Impacts on teacher practice and child outcomes*. Invited symposium presentation at the National Center for Research on Early Childhood Education Quality Improvement in Early Childhood Education meeting in Washington, DC.
  13. **Downer, J., & Haak, J.\*** (2012, June). *Fostering mentor-mentee relationships that move the field forward*. Invited roundtable discussion at the National Head Start Research Conference, Washington, DC.
  14. **Downer, J., & Mashburn, A.** (2012, September). *Application of generalizability theory to observational measures of classroom-level outcomes*. Invited workshop at the SREE Fall Conference in Washington, DC.
  15. **Downer, J.** (2012, May). *Aligning observations and in-service professional development Prek-3<sup>rd</sup> grade*. Invited panel at the National Governor's Association Building a Birth to 3<sup>rd</sup> Grade State Policy Agenda meeting in Arlington, VA.
  16. **Downer, J. T., & Stuhlman, M.** (2012, May). *What can elementary school students tell us about classroom interactions?* Invited paper presented at the WT Grant and Spencer Foundation Measurement Meeting, Chicago, IL.
  17. **Downer, J., & Hamre, B.** (2011, November). Effects of coaching and coursework on preschool teachers' interactions with children. Invited paper presented at National Association for the Education of Young Children Annual Conference and Expo, Orlando, FL.
  18. **Downer, J.T.** (2011, October). *Preschoolers' unique experiences within a classroom ecology: Links to development and implications for intervention*. Invited colloquia for the Applied Developmental Psychology program at George Mason University, Fairfax, VA.
  19. **Locasale-Crouch, J., & Downer, J.** (2011, March). *Implementation of an on-line, video-based coaching model with preschool teachers: Lessons learned from a 9-site, field-based trial*. Invited paper presented at the 4th Annual NIH Conference on the Science of Dissemination and Implementation: Policy and Practice, Bethesda, MD.
  20. **Downer, J.T.** (2010, November). *Skill in detecting effective classroom interactions: A proposed mediator and moderator of professional development*. Invited presentation at the 5<sup>th</sup> Annual NCRECE Leadership Symposium on Effective Professional Development in Early Childhood Education, Arlington, VA.
  21. **Downer, J.T.** (2010, September). *Observation-based professional development programs for early childhood educators*. Invited keynote for MDRC's Family Well-Being and Child Development Policy Area, New York, NY.
  22. **Downer, J. T.** (2009, April). *Classroom Assessment Scoring System in a Prek-3 context*. Invited presentation at the National Black Child Development Institute's PreKindergarten-Grade 3 Convening, Washington, DC.
  23. **Pianta, R., & Downer, J.** (2008, June). *Improving the quality of teacher-child interactions through focused observation and consultation*. Invited research presentation at the 2008 NAEYC Pre-Institute Research Symposium.
  24. **Downer, J., & Hamre, B.** (2007, July). *Preschool and beyond: Making a smooth transition*. Invited presentation sponsored by the Arkansas Department of Education at the School for the 21<sup>st</sup> Century National Conference, Little Rock, AR.
  25. **Downer, J. T.** (2006, February). *University-community partnerships in support of early childhood education*. Invited colloquium for the Department of Psychology at the Miami University, Miami, OH
  26. **LoCasale-Crouch, J., Mashburn, A., Downer, J., & Pianta, R.** (2006). *Pre-kindergarten teachers' use of transition practices and children's adjustment to kindergarten*. Invited poster presented at the Resilience in Children Annual Conference. Arlington, Virginia.
  27. **Downer, J. T. & Leff, S.** (2002, July). *Enhancing the social validity of interventions by partnering with research participants*. Presentation given to the Community Schools Research Group at The Children's Hospital of Philadelphia, Philadelphia, PA.

## Courses Taught (Lead Instructor)

### **Psychological Consultation and Supervision – EDHS 8710** 2019-present

University of Virginia (Curry School of Education)

Description: Graduate level class introducing models of consultation and supervision; taught annually; enrollment of 3-7

### **Child Therapy - EDHS 9761** 2016-2018

University of Virginia (Curry School of Education)

Description: Graduate level class introducing child and adolescent therapy and intervention approaches; taught annually; enrollment of 3-7

### **Abnormal Psychology - EDHS 3120** 2015-present

University of Virginia (Curry School of Education)

Description: Undergraduate level class introducing mental health diagnostic categories, required as a prerequisite for graduate programs in physical therapy, occupational therapy, physician's assistant, etc.; taught annually; enrollment of 32-40

### **Abnormal Psychology** 1998

University of South Carolina (Department of Psychology)

Description: Undergraduate level class introducing mental health diagnostic categories; taught annually; enrollment of 32-40

## Student Advising

### *Doctoral Advisees* (\*indicates co-advisee)

- Nicole Capobianco, Ph.D., 2023 (anticipated), Clinical and School Psychology, University of Virginia
- Kathryn Smith, Ph.D., 2022 (anticipated), Clinical and School Psychology, University of Virginia
- Catherine Corbin, Ph.D., 2020 (anticipated), Educational Psychology-Applied Developmental Science, University of Virginia
  - Honors: Early Career Preventionist Network Student Poster Award (2018)
- Renee Gallo, Ph.D., 2021 (anticipated), Clinical and School Psychology, University of Virginia
  - Honors: Awarded the Abidin Scholarship (2019)
- Shannon Reilly, Ph.D., 2020 (anticipated), Clinical and School Psychology, University of Virginia
  - Honors: Awarded the Abidin Scholarship (2017)
- Krishtine Phillips, Ph.D., 2018 (anticipated), Clinical and School Psychology, University of Virginia
  - Honors: Nathan E. Johnson Memorial Scholarship (2016); A.L. Bennett Endowed Scholarship (2014)
- Samuel Portnow\*, Ph.D., 2017, Community Psychology, University of Virginia
  - Honors: IES VEST Fellow (2014-16); NRSA Predoctoral Fellowship (2017)
  - Current Position: U.S. Government Accountability Office
- Sadie Hasbrouck, Ph.D., 2017, Clinical and School Psychology, University of Virginia
  - Honors: Doris Buffett Fellowship (2013)
  - Current Position: Postdoctoral Fellowship, Irving Harris Program in Child Development and Infant Mental Health, University of Colorado School of Medicine
- Howard Crumpton\*, Ph.D., 2012, Clinical and School Psychology, University of Virginia
  - Honors: Doris Buffett Fellowship (2011)
  - Current Position: Psychologist in the Division of General and Community Pediatrics at Children's National Health System
- Jill Haak Bohnenkamp, Ph.D., 2012, Clinical and School Psychology, University of Virginia

- Current Position: Assistant Professor, University of Maryland School of Medicine
- Terri Walters Sabol\*, Ph.D., 2011, Educational Psychology-Applied Developmental Science, University of Virginia
  - Honors: Child Care Scholar Dissertation Award (DHHS, 2009)
  - Current Position: Assistant Professor, Human Development and Social Policy, Northwestern University
- Anne Henry Cash\*, Ph.D., 2010, Educational Psychology-Applied Developmental Science, University of Virginia
  - Current Position: Assistant Professor, Department of Reading and Elementary Education, College of Education, University of North Carolina at Charlotte
- Katherine Driscoll\*, Ph.D., 2007, Clinical and School Psychology, University of Virginia
  - Honors: Head Start Scholar Dissertation Award (DHHS, 2005)
  - Current Position: Psychologist, Boston Children's Hospital

*Postdoctoral Advisees* (\*indicates co-advisee)

- Krystal Thomas\*, Ph.D., Postdoctoral Associate at CASTL (2019)
  - Current Position: SRI International
- Michael Lyons, Ph.D., Society for Study of School Psychology Early Career Award (2016)
  - Current Position: Assistant Professor, University of Virginia
- Kay Sanders, Ph.D., NCRECE Minority Fellow (2009)
  - Current Position: Associate Professor, Whittier College
- Natalie Bohlmann, Ph.D., Postdoctoral Associate at CASTL (2010)
  - Current Position: Associate Professor, Montana State University
- Virginia Vitiello, Ph.D., Postdoctoral Associate at CASTL (2009)
  - Current Position: Research Assistant Professor, University of Virginia
- Sonya Myers\*, Ph.D., Postdoctoral Associate at CASTL (2008)
  - Current Position: Early Childhood Research and Data Manager, Picayune School District
- Emily Gerber, Ph.D., Postdoctoral Associate at CASTL (2007)
  - Director of Mental Health and Child Development Division, UCSF Benioff Children's Hospital

*Comprehensive Exams*

- Sydney Simmons, M.Ed. (2019)
- Nicole Capobianco, M.Ed. (2019)
- Meghan Clifford, M.Ed. (2018)
- Maria Accavitti, M.Ed. (2018)
- Kathryn Smith, M.Ed. (2018)
- Renee Gallo, M.Ed. (2017)
- Sarah Wymer, M.Ed. (2017)
- Shannon Reilly, M.Ed. (2016)
- Michelle Yoder, M.Ed. (2016)
- Jaclyn Russo, M.Ed. (2015)
- Paula Aduen, Ph.D. (2015)
- Pooja Datta, Ph.D. (2015)
- Lora Henderson, Ph.D. (2015)
- Krishtine Phillips, Ph.D. (2015)
- Malachi Richardson, Ph.D. (2015)
- Krishtine Phillips, M.Ed. (2014)
- Eren Clark, M.Ed. (2014)
- Sadie Hasbrouck, M.Ed. (2013)
- Carol Paxton, Ph.D. (2013)

### *Dissertation Committees*

- Ginger Griffin (anticipated 2020, Chair)
- Ann Partee (anticipated 2020)
- Catherine Corbin (anticipated 2020, Chair)
- Tatiana Hill (anticipated 2020)
- Renee Gallo (anticipated 2020, Chair)
- Polina Mischenko (anticipated 2020)
- Jaclyn Russo (2019)
- Shannon Reilly (2019, Chair)
- Michelle Yoder (2019)
- Malachi Richardson (2019)
- Nora Arkin (2017)
- Samuel Portnow (2017)
- Krishtine Phillips (2017, Chair)
- Sadie Hasbrouck (2016, Chair)
- Manuela Jimenez-Herrera (2014)
- Karyn Hartz (2013)
- Howard Crumpton (2012, Chair)
- Jill Haak Bohnenkamp (2012, Chair)
- Tashia Abry (2012)
- Eileen Merritt (2012)
- Harvey Kent Wilson (2009)

### *Clinical Supervisees*

- Sarah Wymer (2017)
- Justin Collman (2008)
- Lacey Levitt (2007)
- Michael Ripski (2006)
- Shawn Gerwitz (2005)

### *Undergraduate Advisees: Summer Undergraduate Research Program*

- Yuna Seong & Karli Kim Cheng (2019)
- Andrykah Smith & Astha Agarwal (2018)
- Jasmin Castillo & Archie Matta (2017)
- Krystal Thomas & Caitlin Brown (2013)
- Ebony Hinton & Shantel Gambel (2011)
- Benjamin Brumley & Farzana Saleem (2010)
- Ameena Sweeting & Maryam Irshad (2008)

## **Service**

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### **National Meetings**

- **National Academy of Sciences Meeting (2014)**  
*Improving the quality of teacher-child interactions through coursework and coaching*  
Role: Invited talk for the Committee on the Science of Children Birth to Age 8
- **Administration for Children, Youth, and Families, Office of Planning Research and Evaluation Working Meeting (2014)**



*Early elementary school experiences and sustaining the effects of early childhood education*

Role: Co-organizer and participant

- **Society for Research on Child Development Working Meeting (2013)**  
*Using measures to leverage the impact of child development research on educational practice*  
Role: Co-organizer and participant
- **William T. Grant and Spencer Foundations Working Meeting (2012)**  
*Developing and using cost-effective measures of teaching practices and processes for feedback and change*  
Role: Co-organizer and participant
- **National Governor's Association Building a Birth to 3<sup>rd</sup> Grade State Policy Agenda Meeting (2012)**  
*The research case for a comprehensive birth-to-3<sup>rd</sup> grade policy agenda.*  
Role: Invited co-speaker at Opening Plenary
- **Institution of Medicine/National Research Council Board on Children, Youth, and Families – Bridging the Early Years to the Early Grades Meeting (2012)**  
*Supporting effective adult-child interactions across early care and education settings.*  
Role: Invited panelist
- **Administration for Children, Youth, and Families, Office of Planning Research and Evaluation Working Meeting (2010)**  
*Application of implementation science to early care and education research*  
Role: Co-organizer and participant

### **Advisory Panels and Scientific Consultation**

- **Member**, Task Force on Further Diversification of Society for the Study of School Psychology (2020)
- **Consultant**, Institute of Education Sciences, Goal 3 - R305H170042 (2017-22)  
PIs: Pamela Morris, New York University; Josh Wallack, NYC Dept. of Education; Elise Capella, New York University  
Title: *Strengthening school readiness through Pre-K for All: A university-district partnership*
- **Consultant**, Institute of Education Sciences, Goal 5 - R305A180149 (2018-22)  
PIs: Caroline Wylie, Educational Testing Service; Christine Lyons, ETS; Jilliam Joe, ETS  
Title: *Changing together: Classroom observation for peer feedback and reflection (C2)*
- **Consultant**, Institute of Education Sciences, Goal 2 - R324A160158 (2016-19)  
PIs: Maureen Conroy, University of Florida; Kevin Sutherland, Virginia Commonwealth University  
Title: *BEST in CLASS-Web: A web-based intervention supporting early childhood teachers' use of evidence-based practices with young children at risk for emotional/behavioral disorders*
- **Consultant**, Institute of Education Sciences, Goal 2 - R305A150230 (2016-19)  
PI: Gregory Fabiano, State University of Buffalo  
Title: *Enhancing father engagement to promote social, behavioral, and academic outcomes*
- **Consultant**, Habitat for Humanity, Southwood Redevelopment (2015-present)

- **Member**, Office for Planning, Research, and Evaluation's Implementation Working Group (2011-present)
- **Member**, NSF-funded Research Panel for *Building Research Infrastructure and Community to Advance Social Scientific and Educational Use of Administrative Data* (2014-16)
- **Consultant**, Institute of Education Sciences, Goal 2 - R305A130175 (2013-16)  
PI: Stephen Leff, Children's Hospital of Philadelphia  
Title: *Partner for Prevention (P4P): A whole school approach to peer aggression and bullying*
- **Consultant**, Norwegian Research Council Grant Award (2011-13)  
PI: Ingunn Størksen, University of Stavanger  
Title: *Preparing for school in Norwegian day care centers*
- **Member**, Virginia Early Childhood Foundation's Evaluation Advisory Board (2011-2012)
- **Consultant**, William T. Grant Foundation Grant Award (2008-11)  
PIs: Susan Rivers & Marc Brackett, Yale University  
Title: *Using emotional literacy to improve youth serving organizations*
- **Member**, Governor's Office Task Force for Professional Development in Early Childhood Education (2008)

### Editorial Boards

- *Journal of School Psychology* (2013-present)  
Editorial Board Member
- *Early Education & Development* (2014-2018)  
Associate Editor
- *School Psychology Review* (2015-2017)  
Editorial Board Member
- *Developmental Psychology* (2013-2017)  
Editorial Board Member

### Reviewer

#### *Journals*

Journal of Abnormal Psychology, Journal of Family Psychology, Child Development, Early Childhood Research Quarterly, Early Education and Development, Journal of School Psychology, School Psychology Review, American Education Research Journal, Developmental Psychology, Child Development Perspectives, American Psychologist, Journal of Applied Developmental Psychology, Journal of Early Adolescence

#### *Conferences*

- **National Research Conference on Early Childhood (2018)**  
Program Committee
- **Society for Research in Child Development (2017)**  
Panel chair for Prevention and Interventions section
- **Society for Research on Educational Effectiveness Conference (2014, 2015)**

Program Committee member and chair of Social and Emotional Learning in Educational Settings section in 2017

#### *Grant Reviews*

- **National Institute of Health (NIH):** Psychosocial Development, Risk, and Prevention Study Section Panel Member (2017-2020)
- **Society for the Study of School Psychology:** Dissertation Grants Review Panel (2016-18)
- **Austrian Science Fund:** ad hoc reviewer (2015)
- **William T. Grant Foundation:** ad hoc reviewer (2010-2013)
- **U.S. Department of Health and Human Services-Administration for Children, Youth, and Families:** Child Care Research Scholar and Head Start Scholars Graduate Student Grants (2003-2005)

#### *External Reviewer for Promotions and Tenure*

- University at Buffalo (2019)
- University of Texas (2019)
- University of Minnesota (2018)
- Yale University (2018)
- University at Buffalo (2016)
- University of Macau, China (2016)
- University of Jyväskylä, Finland (2016)

#### **Presentations to Community and Professional Groups**

1. **Downer, J.,** Bulotsky Shearer, R., Ampudia, S., & Villanueva, D. (2016, April). *Introduction to the Learning to Objectively Observe Kids (LOOK) Model: Integrating pyramid model strategies into consultation cycles with preschool teachers.* Invited workshop at the 13<sup>th</sup> National Training Institute on Effective Practices: Addressing Challenging Behavior in St. Petersburg, FL.
2. Bulotsky Shearer, R., & **Downer, J.** (2016, April). *Learning to Objectively Observe Kids (LOOK): Data-driven model to improve children's engagement in preschool classrooms.* Invited symposium presentation at the 13<sup>th</sup> National Training Institute on Effective Practices: Addressing Challenging Behavior in St. Petersburg, FL.
3. **Downer, J.T.** (2015, July). *Building relationships to strengthen classroom management (& reduce discipline disparities).* Invited workshop at the Excellence through Equity Conference in Chesterfield, VA.
4. **Downer, J.T.** (2014, June). *Effective transitions to enhance school readiness.* Invited workshop for early childhood center directors within Virginia Beach, VA.
5. **Downer, J.T.** (2013, May). *From the brain to the classroom: Supporting self-regulation of children birth to five in early care and education.* Invited keynote for the Smart Beginning Greater Richmond Network Meeting, Richmond, VA.
6. **Downer, J.** (2013, March). *From the brain to the classroom: Supporting self-regulation of children birth to five in early care and education.* Invited talk at the Virginia Early Childhood Foundation Board Meeting in Richmond, VA.
7. **Downer, J.T.** (2013, October). *How to address preschool fade-out through the creation of a birth-to-third grade continuum.* Invited talk at the annual meeting of the Virginia Association of Federal Education Program Administrators, Roanoke, VA.
8. **Downer, J.** (2012, December). *What does self-regulation look like in early care and education classrooms?* Invited workshop at the Ready At Five Conference in Annapolis, MD.
9. **Downer, J.** (2012, December). *From the brain to the classroom: Supporting self-regulation of children birth to five in early care and education.* Invited keynote at the Ready At Five Conference in Annapolis, MD.

10. **Downer, J.** (2012, May). *Successful kindergarten transitions: Connecting teachers with teachers*. Invited workshop for early childhood and kindergarten teachers within the Mercer County School District area, Sharon, PA.
11. **Downer, J.T.** (2011, February). *Kindergarten transitions: Are children ready and what support do they need?* Invited keynote for the Smart Beginning Greater Richmond Network Meeting, Richmond, VA.
12. **Downer, J.T.** (2010, December). *Successful kindergarten transitions: Building connections between Virginia Beach educators*. Invited workshop for early childhood and kindergarten teachers within the Virginia Beach Public School District area, Virginia Beach, VA.
13. **Downer, J.T.** (2009, November). *Program design and metrics/Building and improving high quality programs*. Invited Early Childhood Leadership Workshop for Head Start Program Directors, Darden School of Business, Charlottesville, VA.
14. **Downer, J. T.** (2009, July). *Successful kindergarten transitions: Developing a community action plan*. Invited workshop for early childhood community and school districts within Venango County, Oil City, PA.
15. **Downer, J. T.** (2009, June). *Giving young children a head start in learning: Transition to school and interactions with teachers*. Invited presentation at the University of Virginia Reunions Weekend, Charlottesville, VA.
16. **Downer, J. T.** (2009, March). *Alignment of teacher-student interactions from pre-k to 3<sup>rd</sup>*. Invited workshop as part of the Minnesota Early Childhood Transition Teleconference Series.
17. **Downer, J. T.** (2009, March). *Preschool and beyond: Making a smooth transition*. Invited workshop sponsored by West Central Minnesota's Early Childhood Initiative, Fergus Falls, MN.
18. **Downer, J. T.** (2008, March). *Preschool and beyond: Making a smooth transition*. Invited keynote at the Road to Kindergarten Transitions Forum sponsored by the Howard County, MD Kindergarten Transitions Work Group.
19. **Downer, J. T.** (2007, March). *Successful kindergarten transitions: Developing a community action plan*. Invited workshop sponsored by the Penn State Cooperative Extension and provided for Early Childhood Councils and school districts within Mercer County, Mercer, PA.
20. **Downer, J. T.** (2007, January). *Professional development: Improving quality of implementation through observation*. Invited presentation at Pennsylvania's Office of Child Development and Early Learning Best Practices in Pre-kindergarten Conference for school district administrators, State College, PA.
21. **Downer, J. T., & LoCasale-Crouch, J.** (2006, December). *Successful kindergarten transitions: Developing a community action plan*. Invited workshop provided for Pennsylvania Key and Community Engagement Groups, Harrisburg, PA.
22. **Downer, J. T.** (2006, October). *Transitions for young children: Creating functional relationships among key players*. Keynote speaker presentation at the Pennsylvania Department of Education's 2<sup>nd</sup> Annual Early Childhood Conference, Lancaster, PA.
23. **Downer, J. T.** (2006, October). *Successful prek-3 transitions: Aligning programmatic standards and building relationships*. Invited workshop at the Pennsylvania Department of Education's 2<sup>nd</sup> Annual Early Childhood Conference, Lancaster, PA.
24. **Downer, J. T.** (2005, October). *Transition to kindergarten: Models and practices*. Invited workshop provided at the Ohio Department of Education's Annual Early Care and Education Conference, Columbus, OH.
25. **Downer, J. T.** (2005, April). *Going to kindergarten: Transition models and practices*. Invited workshop provided to Vineland, NJ Public School District.
26. Hamre, B., **Downer, J. T.**, Hall, A., & Funk, G. (August, 2005). *MyTeachingPartner: Consultation support and web resources for pre-kindergarten teachers*. Invited 2-day workshop provided to Wyoming pre-kindergarten teachers in TANF-funded pre-kindergarten classrooms.
27. **Downer, J. T. & Thomas, D.** (2003, January). *Engaging fathers in the delivery of early childhood services*. Workshop provided to The Children's Hospital of Philadelphia Early Head Start staff, Philadelphia, PA.

## University Service

### *Curry School of Education*

- IRC Committee Member, 2019
- IRC Committee Member, 2018
- Director, Center for Advanced Study of Teaching and Learning (2012-present)
- Director, Clinical and School Psychology Doctoral Program (2015-present)
- Sheila C. Johnson Center – Clinic Director Search Committee (2016-present)
- UVA Cluster Hire in Autism Spectrum Disorder Search Committee (2015-2017)
- Assistant Professor Search Chair (2015-16)
- Clinical Assistant Professor Search Chair (2014-15)
- Associate Dean for Research and Faculty Development Search Committee (2012)

### *University*

- Co-organizer, Autism Pathways Symposium on Autism Research & Initiatives at UVA (2017)
- Vice President for Research Working Group, Vision for data and systems that support research (2016)
- Vice President for Research Working Group, Piloting discovery tools for funding opportunities (2015)
- Presenter, Data Sciences Summit (2015)
- Presenter, Cognitive Neuroscience Summit (2014)

## Society Membership

- Society for the Study of School Psychology
- Society for Research in Child Development
- American Psychological Association
- Society for Clinical Child & Adolescent Psychology (APA Division 53)
- National Association of School Psychologists
- Society for Research in Educational Effectiveness

## Honors and Awards

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<b>Research Achievement Award</b> University of Virginia, Office of the Executive Vice President and Provost	2019
<b>William Clay Parrish, Jr., Endowed Professorship in Education</b> University of Virginia, Curry School of Education & Human Development	2019
<b>Excellence in Mentoring Award (peer nominated)</b> University of Virginia, Curry School of Education & Human Development	2019
<b>Excellence in Scholarship Award (peer nominated)</b> University of Virginia, Curry School of Education & Human Development	2019
<b>Collaborative Excellence in Public Service Award</b> University of Virginia, Office of the Executive Vice President and Provost	2019
<b>Mid-Career Award for Outstanding Contributions to Benefit Children, Youth and Families</b> American Psychology Association, Committee on Children, Youth and Families	2016
<b>Lucile Michie Award for Outstanding Student Support and Mentorship</b>	2015

Curry School of Education, Clinical and School Psychology Program

**Advanced Training Institute for Using Large-Scale Databases** 2005  
American Psychology Association

**Leadership Education in Neurodevelopmental Disabilities Fellowship** 2002  
Children's Hospital of Philadelphia

**Graduate Student Dean's Fellowship** 1996  
University of South Carolina

### **Select Recent Media**

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*Education Week*, How Teachers' Stress Affects Students June 7, 2017

*With Good Reason* (National Public Radio), Degrees of Separation: Race in the Classroom April 17, 2017

*New York Times*, Teach the Teachers Well April 30, 2014

*State of Nevada* (National Public Radio), What Makes a Five Star School? Dec. 7, 2012