Amanda P. Williford, Ph.D.

Curriculum Vitae

03/30/2023

Center for Advanced Study of Teaching and Learning
School of Education and Human Development
University of Virginia
246 Ridley Hall, P.O. Box 400277
Charlottesville, VA 22903
434-243-9553 (tel) 434-243-9553 (fax)
williford@virginia.edu

Education

Ph.D., Clinical Psychology, December 2003
University of North Carolina at Greensboro, Greensboro, NC
Doctoral Minor in Statistics
Dissertation: *A contextual approach to the prediction of readiness in an at-risk preschool population*
Advisor, Terri L. Shelton, Ph. D.

APA-Approved Clinical Psychology Predoctoral Internship, August 2002-2003
University of Alabama at Birmingham, Civitan International Research Center/ Sparks Clinics
Child Clinical Specialty Track

M.A., Clinical Psychology, May 2000
University of North Carolina at Greensboro (UNCG), Greensboro, NC

B.A., Psychology, May 1996
University of Virginia (UVA), Charlottesville, VA

Professional Positions

Current Position
Batten Bicentennial Professor of Early Childhood Education (May 2021 to present)
Research Professor (May 2021- Present)
Associate Director for Early Childhood Education, Center for Advanced Study of Teaching and Learning (Fall 2018 to present)
UVA, School of Education and Human Development
Affiliations:

- Department of Human Services
- Center for Advanced Study of Teaching and Learning
- Clinical and School Psychology Program
- Educational Psychology-Applied Developmental Science

Prior Positions
Research Associate Professor (July 2016 to July 2021)
Research Assistant Professor (August 2011 to June 2016)
Senior Research Scientist (January 2009 to July 2011)
UVA, Curry School of Education and Human Development
Department of Human Services

Center for Advanced Study of Teaching and Learning
Postdoctoral Fellow/Project Manager (January 2005 to December 2008)
UNCG, Human Development and Family Studies
Mentor: Susan D. Calkins, Ph.D.

Clinical and Policy Postdoctoral Fellow (January 2003 to December 2004)
UNCG, Center for Youth, Family, and Community Partnerships
Mentor: Terri L. Shelton, Ph.D.

Clinical Licensure and Expertise

- Licensed Clinical Psychologist in Virginia, 0810004176
- Credentialed as Health Service Provider by National Register of Health Service Psychologists, 52242
- Clinical Expertise: Behavioral and cognitive-behavioral assessment and treatment for young children; early childhood mental health consultation; evidence-based, non-pharmacological, treatments for young children displaying challenging behaviors and who are at risk for ADHD and ODD delivered by parents, caregivers, and teachers.

Peer Reviewed Journal Articles

** indicates current or former graduate student or postdoctoral fellow*

Turnbull, K. L., Mateus, D. M. C., LoCasale-Crouch, J., Lewin, D. S., & **Williford, A. P.** (2022). Sleep patterns and school readiness of pre-kindergarteners from racially and ethnically diverse, low-income backgrounds. *The Journal of Pediatrics*, *251*, 178-186.

*Clayback, K. A., & **Williford, A. P.** (2022). Teacher and classroom predictors of preschool teacher stress. *Early Education and Development*, *33*(8), 1347-1363.

*Clayback, K. A., **Williford, A. P.**, Vitiello, V. E. (2022). Identifying teacher beliefs and experiences associated with curriculum implementation fidelity in early childhood education. *Prevention Science*.

Bulotsky-Shearer, R., **Williford, A.**, *Alamos, P., *Carter Clopêt, T., & *Hasbrouck, S. (2022). Making the invisible visible: Using a contextual measurement approach to identify children with social-emotional and behavioral needs in preschool classrooms. *Topics in Early Childhood Special Education*. Online first.

*Alamos, P., **Williford, A. P**., Downer, J., & Turnbull, K. (2022). How does inhibitory control predict emotion regulation in preschool? The role of individual children's interactions with teachers and peers. *Developmental Psychology* 58, 2049-2063.

*Partee, A., *Alamos, P., **Williford, A. P.**, & Downer, J. T. (2022). Preschool children's observed interactions with teachers: Implications for understanding teacher-child relationships. *School Mental Health*. Online first.

*Wymer, S., Corbin, K., & **Williford, A. P.** (2022). The relation between teacher and child race, teacher perceptions of disruptive behavior, and exclusionary discipline in preschool. *Journal of School Psychology, 90,* 33-42.

*Alamos, P., **Williford, A. P.,** *Partee, A. M., & Lachman, G. (2022). Teacher and Child Factors Associated with Emotion Talk between Teachers and Preschoolers Displaying Elevated Externalizing Behaviors. *Early Education and Development*, 1-18.

LaForett, D. R., *Bivona, M., Mendez Smith, J., & **Williford, A. P.** (2022). Training future school and clinical psychology leaders in consultation in early childhood education settings. *Journal of Educational and Psychological Consultation. 32,* 337-358.

*Partee, A., **Williford, A**., Whittaker, J. (2022). Implementing *Banking Time* with teachers and preschoolers displaying disruptive behavior: Links between consultant-teacher alliance, implementation fidelity, and dyadic teacher interactions. *School Mental Health. 14,* 967-983.

*Accavitti, M. & **Williford, A. P.**, (2022). Teacher perceptions of externalizing behaviour subtypes in preschool: Considering racial factors. *Early Child Development and Care*, *192*, 932-946.

*Kehoe, K. F., McGinty, A. S., **Williford A. P**., Whittaker, J. V. (2021). Behavioral self-regulation as a protective factor for children showing early signs of reading risk: Using kindergarten entry assessment (KEA) data to predict first-grade reading achievement. *Early Education and Development. 32,* 994-1015.

Martin, C. P., *Russo, J., Goldenthal, H., Holley, C., Gouze, K., & **Williford, A**. (2021). Early care and education benefit young children exposed to potentially traumatic events. *Policy Insights from Behavioral and Brain Sciences. 8,* 119-126.

Williford, A. P., Downer, J. T., *Miller-Bains, K., Conway, J., & Howard, L. (2021). Developing decision-making tools through partnerships. Invited manuscript for *Future of Children: Research-Practice Partnerships to Strengthen Early Education. 31,* 39-56.

Vitiello, V. E. & **Williford, A. P.** (2021). Alignment of teacher ratings and child direct assessments in preschool: A closer look at Teaching Strategies GOLD. *Early Childhood Research Quarterly, 56,* 114-123.

Turnbull, K., *Alamos, P., **Williford A.P.**, & Downer J. T. (2020). An exploration of electronic media use profiles for preschoolers of low-income families. *Academic Pediatrics, 20,* 934-941.

Williford, A. P., & Vitiello, V. E. (2020). Who's in charge? Child behavior predicts teacher subsequent classroom management practice for preschoolers reported to display disruptive behavior. *School Psychology*, 35, 299-310.

*Wymer, S., **Williford, A. P.**, & L'Hospital, A. (2020). What to know and what to do about "soft" exclusion in early childhood*. Young Children*, *75*, 36-44.

*Alamos, P., & **Williford, A. P**. (2020). Teacher-child emotion talk in preschool children displaying elevated externalizing behaviors. *Journal of Applied Developmental Psychology, 67,* 101-107.

Vitiello, V. E., & **Williford, A. P**. (2020). Context influences on task orientation among preschoolers with disruptive behavior problems. *Early Childhood Research Quarterly, 51*, 256-266.

*Partee, A. Hamre, B. K., & **Williford, A. P.** (2020). Examining the role of preschool classrooms' behavior composition on children's experiences in the classroom. *Early Education and Development. 31,* 873-891.

*Alamos, P., & **Williford, A. P**., (2019). Exploring dyadic teacher-child interactions, emotional security and task engagement in preschool children displaying disruptive behaviors. *Social Development, 29,* 339-355.

*Yoder, M. L. & **Williford, A. P.** (2019). Teacher perception of preschool disruptive behavior: Prevalence and contributing factors. *Early Education and Development, 30*, 835-853.

*Russo, J. M., **Williford, A. P.**, *Markowitz, A. J., Vitiello, V. E., Bassok, D. (2019). Examining the validity of a widely-used school readiness assessment in early childhood: Implications for teachers and early childhood programs. *Early Childhood Research Quarterly, 48,* 14-25.

*Bohlmann, N., Downer J. T., **Williford, A. P.**, *Maier, M. F., Booren, L., & Howes, C. (2019). Observations of children's engagement: Applicability of the inCLASS in diverse preschool settings. *Journal of Applied Developmental Psychology, 60,* 166-176.

*Yoder, M. L., **Williford, A. P.**, & Vitiello, V. (2019). Observed quality of classroom peer interactions in a sample of preschoolers displaying disruptive behaviors. *Early Childhood Research Quarterly, 47,* 206-217.

*Wolcott, C. S., **Williford, A. P.**, & *Hartz-Mandell, K. A. (2018). The validity of narratives for understanding children's perceptions of the teacher–child relationship for preschoolers who display elevated disruptive behaviors. *Early Education and Development*, *30,* 887-912.

Williford, A. P., 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.

*Alamos, P., **Williford, A. P.**, & Locasale-Crouch, J. (2018). Understanding Banking Time implementation in a sample of preschool children who display early disruptive behaviors. *School Mental Health*, *10, 437-449*.

Downer, J. T., **Williford, A. P.**, Bulotsky-Shearer, R. J., Vitiello, V. E., *Bouza, J.,*Reilly, S., & L'Hospital, A. (2018). Using data-driven, video-based early childhood mental health consultation with teachers to reduce children's challenging behavior and improve engagement in preschool classrooms. *School Mental Health, 10,* 226-242.

LoCasale-Crouch, J., **Williford, A.**, Whittaker, J., DeCoster, J., & *Alamos, P. (2018). Does fidelity of implementation account for changes in teacher-child interactions in a randomized control trial of Banking Time? *The Journal of Research on Educational Effectiveness, 11,* 35-55.

Vitiello, V. E., Bassok, D., Hamre, B. K., **Williford, A. P.**, & Player, D (2018). Measuring the quality of teacher-child interactions at scale: Comparing research-based and state observation approaches. *Early Childhood Research Quarterly, 44,* 161-169.

Whittaker, J.V., **Williford, A. P.**, *Carter, L. M., & Vitiello, V.E. & *Hatfield, B. E. (2018). Using a standardized task to assess the quality of teacher-child dyadic interactions in preschool. *Early Education and Development, 29,* 266-287.

Williford, A. P., LoCasale-Crouch, J., Whittaker, J. V., DeCoster, J. *Hartz, K. A., *Carter, L. M., *Wolcott, C. S. & *Hatfield, B. E. (2017). Changing teacher-child dyadic interactions to improve preschool children's externalizing behaviors. *Child Development,* 88, 1544-1553.

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.

*Hartz, K., & **Williford, A. P.**, & Koomen, H. (2017). Teacher's perceptions of the teacher-child relationships: Links with children's observed interactions. *Early Education and Development, 28,* 441-456.

*Hatfield, B. E. & **Williford, A. P.** (2017). Cortisol patterns for young children displaying disruptive behavior: Differences linked with providing a teacher-child, relationship-focused intervention. *Prevention Science*, 40-49.

*Miller-Bains, K., *Russo, J. M., **Williford, A. P.**, Cottone, E. A., & DeCoster J. (2017). Examining the validity of using Teaching Strategies GOLD as a kindergarten readiness assessment. *AERA Open*, 3, 1-16.

Pianta, R., Hamre, B., Downer, J., Burchinal, M., **Williford A.**, Locasale-Crouch, J. Howes, C., La Paro, 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.

Williford, A. P., & Vick Whittaker, J. E. (2016). The need to assess self-regulation both objectively and within context. Invited manuscript within Campbell, S. B., Denham, S. A., Howarth, G. Z., Jones, S. M., Whittaker, J. V., **Williford, A. P.**, Willoughby, M. T., & Yudron, M. Commentary on the review of measures of early childhood social and emotional development: Conceptualization, critique, and recommendations. *Journal of Applied Developmental Psychology,* 45, 19-41.

Vitiello, V. E., & **Williford, A. P**. (2016). Relations between social skills and language and literacy outcomes among disruptive preschoolers: Task engagement as a mediator. *Early Childhood Research Quarterly, 36,* 136-144.

Whittaker, J. V., Kinzie, M. B., **Williford, A. P.**, & DeCoster, J. (2016). Effects of MyTeachingPartner-Math/Science on teacher-child interactions in prekindergarten classrooms. *Early Education and Development*, *27*, 110-127.

Williford, A. P., *Wolcott , C. S., Whittaker, J. E., & LoCasale-Crouch, J. (2015). Classroom and teacher characteristics predicting the implementation of Banking Time with preschoolers who display disruptive behaviors. *Prevention Science*, *16(8),* 1054-1063.

*Hartz, K., & **Williford, A. P.** (2015). Child negative emotionality and caregiver sensitivity across context: Links with children's kindergarten behavior problems. *Infant and Child Development*, *24,* 107-129.

*Roberts, A., LoCasale-Crouch, J., DeCoster, J., Hamre, B., Downer, J., **Williford, A.**, & Pianta, R. (2015). Individual and contextual predictors of pre-kindergarten teachers' responsiveness to the *MyTeachingPartner* coaching intervention*, Prevention Science, 16,* 1044-105.

*Wolcott, C. S., & **Williford, A. P.** (2015). Teacher and TA ratings of preschoolers' externalizing behavior agreement and associations with observed classroom behavior. *Topics in Early Childhood Special Education*, *34,* 211-222.

*Carter, L. M., **Williford, A. P.**, & LoCasale-Crouch, J. (2014). Reliability and validity of a measure of preschool teachers' attributions for disruptive behavior. *Early Education and Development*, *25,* 949-972.

Williford, A. P., & Shelton, T. L. (2014). Behavior management for preschoolers. *Child and Adolescent Psychiatric Clinics of North America, 23,* 717-730.

Williford, A. P. (2014). Young children's self-regulation in the classroom and how teachers can support this critical life skill. *Virginia Educational Leadership, 11,* 50-63.

Kinzie, M. B., Vick Whittaker, J. E., **Williford, A. P.**, *Maier, M. F., *McGuire, P., *Lee, Y., & *Kilday, C. R. (2014). MyTeachingPartner-Math/Science Pre-kindergarten curricula and teacher supports: Associations with children's math and science learning. *Early Childhood Research Quarterly*, 29, 586-599.

*Matthews, J. S., *Marulis, L., & **Williford, A. P.** (2014). Gender processes in school functioning and the mediating role of cognitive self-regulation. *Journal of Applied Developmental Psychology, 35*, 128-137.

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.

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.

Williford, A. P., Whittaker, J. V.,*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.

*Vitiello, V. E., Booren, L. M., Downer, J. T., & **Williford, A. P.** (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.

*Jacobson, L. A., **Williford, A. P.**, & Pianta, R. C. (2011). The role of executive function in children's competent adjustment to middle school. *Child Neuropsychology, 17 (3),* 255-280.

Williford, A. P., Graves, K. N., Shelton, T. L., & Woods, J. E. (2009). Contextual risk and parental attributions of children's behavior as factors that influence the acceptability of empirically supported treatments. *Vulnerable Children and Youth Studies 4 (3),* 226-237.

Williford, A. P., & Shelton, T. L. (2008). Using mental health consultation to decrease disruptive behaviors in preschoolers: Adapting an empirically-supported intervention. *Journal of Child Psychology and Psychiatry, 49* (2), 191-200.

Williford, A. P., Calkins, S. D., & Keane, S. P. (2007). Predicting change in parenting stress across early childhood: Child and maternal factors*. Journal of Abnormal Child Psychology, 35,* 251-263*.*

Calkins, S. D., Blandon, A. Y., **Williford, A. P**., & Keane, S. P. (2007). Biological, behavioral and relational levels of resilience in the context of risk for early childhood behavior problems. *Development & Psychopathology, 19,* 675-700*.*

Graves, K. N., Fernandez, M., Shelton, T. L., Frabutt, J. M., & **Williford, A. P.** (2005). Risk and protective factors associated with alcohol, cigarette, and marijuana use during adolescence. *Journal of Youth and Adolescence, 34,* 379-387.

Calkins, S. D., Gill, K., & **Williford, A. P.** (1999). Externalizing problems in two-year olds: Implications for patterns of social behavior and peers responses to aggression. *Early Education and Development, 10*(3), 267-288.

Book Chapters

** indicates current or former graduate student, postdoctoral fellow, or early career fellow; ⁺indicates invited*

*Alamos, P., Conway, J., Richardson, T., & **Williford, A.** (in press). Using measurement and continuous improvement to support SEL at the classroom, school, district, and state levels. In S.E. Rimm-Kaufmann, M. Strambler, & K. Schonert-Reichl (Eds.) *Social and Emotional Learning in Action: Creating Systemic Change in Schools.*

*Bivona, M., & **Williford, A.** (2023). Classroom management in early childhood education. In E. J. Sabornie and D. L. Espelage (Eds.) *Handbook of Classroom Management: Research, Practice, and Issues*, 3rd Edition. New York: Routledge.

Hamre, B. K., & **Williford, A. P.** (2021). Attachment and Early Childhood Education Systems in the United States. In R. Thompson, J Simpson, & L. Berlin (Eds.) *Attachment: The Fundamental Questions*. New York: Guilford Press.

Williford, A. P., & Pianta, R. C. (2020). Banking Time: A dyadic intervention to improve the teacher child relationship. In A. Reschly, A. Pohl, & S. Christenson (Eds.), *Student Engagement: Effective Academic, Behavioral, Cognitive, and Affective Interventions at School.* (pp. 239-250). New York: Springer Publishing.

Williford, A. P., & *Carter, L. M., & Pianta, R. C. (2016). Attachment and school readiness. In J. Cassidy & P. Shaver (Eds.), *The Handbook of Attachment: Theory, research, and clinical applications, Third Edition.* (pp. 966-982). New York: Guilford Press.

Williford, A. P., & *Wolcott, C. S. (2015). Student-teacher relationships. In J. Durlak, C. Domitrovich, R. Weissberg, & T. Gullotta (Eds.), *The Handbook of Social and Emotional Learning.* (pp. 229-243). New York: Guilford Press.

Kinzie, M. B., Vick Whittaker, J. E., *Kilday, C. R., & **Williford A. P.** (2012). Designing effective curricula and teacher professional development for early childhood mathematics and science. In C. Howes, B. Hamre, & R. Pianta (Eds). *Early Childhood Professional Development.* (pp. 31–59). Baltimore, MD: Brookes Publishing.

Williford, A. P., & Shelton, T. L. (2011). Psychosocial treatments for preschool children. In S. Evans & B. Hoza (Eds.), *Attention Deficit Hyperactivity Disorder: State of the Science and Best Practices – Volume 2.* (pp. 2–16). New York, NY: Civic Research Institute.

*Vitiello, V. E., Downer, J. T., & **Williford, A. P.** (2011) Preschool classroom experiences of dual language learners: Summary of finding from publicly funded programs in 11 states. In C. Howes, J. Downer, & R. Pianta (Eds). *Dual Language Learners in the Early Childhood Classroom.* (pp. 69-91). Baltimore, MD: Brookes Publishing.

Calkins, S. D., & **Williford, A. P.** (2009). Taming the terrible twos: Self-regulation and school readiness. In O. A. Barbarin & B. Wasik (Eds.), *Handbook of developmental science and early education: Translating basic research into practice: Vol. 1. Early childhood education: Cognitive, social and emotional foundations.* (pp. 172–198). New York: Guilford Press.

Shelton, T. L., **Williford, A. P.**, & Woods, J. E. (2003). Internalizing disorders: Mood and anxiety disorders. Invited chapter in M. Breen and C. Fiedler (Eds.), *Behavioral approach to assessment of youth with emotional/behavioral disorders: A handbook for school-based practitioners.* (2nd ed.). (pp. 92-99). Austin, TX; Pro-Ed.

Manuscripts Under Review or in Revision

** indicates a current or former graduate student, postdoctoral fellow, or early career fellow; ⁺indicates invited*

*Alamos, P., & **Williford, A. P.** (2023). Understanding and Addressing Racial Disparities in Early Childhood Exclusionary Discipline Through the Prism of Teacher-Child Relationships. (Manuscript under review).

Williford, Amanda P., *Pilar Alamos, Jessica E. Whittaker, and *Maria R. Accavitti. *(2021). Who's Left Out of Learning? Racial Disparities in Teachers' Reports of Exclusionary Discipline Strategies Beyond Suspensions and Expulsions*. (EdWorkingPaper: 21-472). Retrieved from Annenberg Institute at Brown University: https://doi.org/10.26300/pep2-w676. (Manuscript in revision)

Reports & Other Publications

Virginia Department of Education and the Center for Advanced Study of Teaching and Learning, University of Virginia (October, 2022). *VKRP annual report for the chairmen of house appropriations and senate finance committees.* Report prepared for the Virginia Chairmen of House Appropriations and Senate Finance Committees.

Center for Advanced Study of Teaching and Learning, University of Virginia (September, 2022). *Early childhood mental health consultation (ECMHC) summative report of pilot year 2021-2022.* Report prepared for the Virginia Department of Education.

Williford, A., LoCasale-Crouch, J., Downer, J., L'Hospital, A. Chamberlain, C., Lhospital, A., Stuhlman, M., Smith, & Jaworski, B. (June, 2022). *Advancing effective interactions and instruction progress report.* Report prepared for the Chairpersons of the Virginia House Appropriations and Senate Finance Committees

Williford, A., Matthew, K., Vitiello, V., Hummer, L., *Clayback, K., Powell, C., & Bivona M. (December, 2021). Implementation Evaluation of the STREAMin3 Curriculum Model. Virginia Early Childhood Education Report.

Virginia Department of Education and the Center for Advanced Study of Teaching and Learning, University of Virginia (October, 2021) *House Joint Resolution No. 51: Feasibility study of developing an early childhood mental health consultation program*: *Status Report for the Chairmen of House Appropriations and Senate Finance Committees.* Prepared for the Virginia General Assembly.

Virginia Department of Education and the Center for Advanced Study of Teaching and Learning, University of Virginia (October, 2021). *VKRP status report for the chairmen of house appropriations and senate finance committees.* Report prepared for the Virginia Chairmen of House Appropriations and Senate Finance Committees.

LoCasale-Crouch, J., Chamberlain, C., **Williford, A**., Downer, J., L'hospital, A., Stuhlman, M., Powell, C., Rushfinn, M., Kiley, R., Smith, M., & Jaworski, B. (September, 2021). Resources and Support for High-Quality, Individualized Professional Development: Lessons Learned During the COVID-19 Pandemic. Virginia Early Childhood Education Brief.

Williford, A., Alamos, P., Whittaker J. Accavitti, M., Robinson, A. (September 2021). Teachers' Use of Soft Exclusionary Discipline in Kindergarten Classrooms: Finding from Virginia. Virginia Early Childhood Education Brief.

LoCasale-Crouch, J., Chamberlain, C., Jaworski, B., **Williford, A.**, Downer, J., & Rushfinn, M. (August, 2021). Providing Observation-Based Feedback to Early Educators Through Efficient, Cost-Effective Reports. Virginia Early Childhood Education Report.

Williford, A., LoCasale-Crouch, J., Downer, J., L'Hospital, A. Chamberlain, C., Stuhlman, M., Powell, C., Rushfinn, M., Kiley, R., & Smith, M. (June, 2021). *Advancing effective interactions and instruction in VPI, ECSE, & Title 1 classrooms progress report.* Report prepared for the Chairmen of the Virginia House Appropriations and Senate Finance Committees.

Adams, S., *Alamos, P., *Ashari, P., *Hart, J. *Robinson, A., & **Williford, A.** (February, 2021). Addressing Disparities in Early Childhood Education through Early Childhood Resources: Key Takeaways. Virginia Early Childhood Education Brief.

Williford, A.P., Partee, A., & *Clayback, K. (December 2020). *House Joint Resolution No. 51: Feasibility study of developing an early childhood mental health consultation program*. Report prepared at the request of the Virginia Department of Education, Virginia Department of

Social Services, and the Virginia Department of Behavioral Health and Developmental Services for the Governor and General Assembly of Virginia.

Virginia Department of Education and the Center for Advanced Study of Teaching and Learning, University of Virginia (September, 2020). *VKRP status report for the chairmen of house appropriations and senate finance committees.* Report prepared for the Virginia Chairmen of House Appropriations and Senate Finance Committees.

Williford, A.P., Vitiello, V., & Matthew, K. (July, 2020). STREAMin^3 Curriculum Model: UVA-CASTL Final Report. Report prepared for the Virginia Department of Social Services.

Williford, A.P., LoCasale-Crouch, J., Downer, J. T., & L'Hospital, A. (June, 2020). *Advancing effective interactions and instruction in VPI classrooms progress report.* Report prepared for the Chairmen of the Virginia House Appropriations and Senate Finance Committees.

Virginia Department of Education and the Center for Advanced Study of Teaching and Learning, University of Virginia (October, 2019). *VKRP status report for the chairmen of house appropriations and senate finance committees.* Report prepared for the Virginia Chairmen of House Appropriations and Senate Finance Committees.

Williford, A.P., LoCasale-Crouch, J., Downer, J. T., L'Hospital, A., & Funk, G. (June, 2018). *Advancing effective interactions and instruction in VPI classrooms progress report.* Report prepared for the Chairmen of the Virginia House Appropriations and Senate Finance Committees.

Williford, A.P. (2019, June 08) Establishing the building blocks of high-quality, early childhood education. *The Hill*, Op-ed. https://thehill.com/opinion/education/447543-establishing-the-building-blocks-of-high-quality-early-childhood-education

Williford, A.P., LoCasale-Crouch, J., Downer, J. T., and Miller-Bains, K. (October, 2018). *Recommendations provided to VDOE to inform a plan to ensure high-quality instruction in all Virginia Preschool Initiative classrooms.* Report prepared for the Virginia Department of Education.

Williford, A. P. & Matthew, K. (Spring, 2018). *Assessing classroom interactions and kindergarten readiness.* Report prepared for The New E3 School, Norfolk, VA.

Williford, A. P., Hamre, B. K., Matthew, K. & *Yoder, M. (Spring, 2017). *Assessing classroom interactions and kindergarten readiness.* Report prepared for The New E3 School, Norfolk, VA.

Williford, A. P. (April, 2016). *Memo on early childhood.* Report prepared for the Alleghany Highlands, UVa Collaborative project.

Williford, A. P. (June, 2015). Getting your child ready for kindergarten: For young children, there are more important things than the three Rs. *The University of Virginia magazine.* Charlottesville, VA.

Williford, A., *Wolcott, C., Whittaker, J., & LoCasale-Crouch, J. (2015). *What predicts how well teachers implement Banking Time with disruptive preschoolers?.* CASTL Research Brief.

*Wolcott, C. & **Williford, A.** (2015). *Assessing preschoolers' disruptive behavior: Associations among teachers, TAs, and an impartial observer*. CASTL Research Brief.

Williford, A. P., Downer, J.T., & Hamre, B. K. (2014). *Virginia Kindergarten Readiness Project--Phase 2 legislative report.* Research report prepared for the Virginia General Assembly.

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.

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).

*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.

Mashburn, A. J., **Williford, A. P.**, Dawson, A., & Matthews, K. (2011). *Final report for the evaluation of the impacts of the SBSHR Quality Enhancement Initiative on preschool center quality and child outcomes.* Research report prepared for Smart Beginnings South Hampton Roads.

Williford, A. P., (August, 2005). *Head Start literacy first assessments: Data from the 2004/2005 school year*. Summary report prepared for Guilford County Head Start.

Williford, A. P., (November, 2004). *Spirited Kinders Project: Summary report*. Research Summary report prepared for Guilford County Public Schools.

Shelton, T. L., Arbuckle, M. B., & **Williford, A. P.**, (November, 2004). *Guilford County early childhood mental health consortium.* Summary report prepared for Guilford County Head Start.

Williford, A. P., (August, 2004). *Head Start literacy first assessments: Data from the 2003/2004 school year*. Summary report prepared for Guilford County Head Start.

Curricula, Assessments & Other Products

Williford, A. P., Matthew, K., & Hamre, B. K., & (2018). *STREAMin³: integrated | intentional | interactions.* An infant, toddler, and preschool comprehensive and integrated curriculum and professional development package. Unpublished curriculum, University of Virginia.

Williford, A. P., Whittaker, J. V., Downer, J. D., Neesen, K., & Weaver, W. (2016). *The Virginia Kindergarten Readiness Program (VKRP).* Virginia's statewide, comprehensive kindergarten readiness assessment system developed for the Commonwealth of Virginia. www.vkrponline.org.

Williford, A. &* Carter, L. (2014). *Comprehensive curriculum consumer report: Understanding and selecting the best curriculum for your Head Start program.* Prepared for the Office of Head Start, by the National Center on Quality Teaching and Learning under grant #90HC0002.

Kinzie, M. B., Whittaker, J. E., **Williford, A. P.,** *McGuire, P., Foss, J., *Kilday, C., Kiley, R.,*Lee, Y., Thomas, K., & *Pan, E. (2012). *The MyTeachingPartner- Math/Science curriculum and professional development support system*. Unpublished curriculum, University of Virginia.

Williford, A. P., & O'Brien, M (2011). *Preschool Teachers' Attributions*. Unpublished measure, University of Virginia.

Williford, A. P., *Hatfield, B., *Carter, L. (2011). *Teacher-Child Structured Play Task* (TC-SPT). Unpublished measure, University of Virginia.

Downer, J. T., Booren, L. M., Hamre, B., Pianta, R. C., & **Williford, A.** (2011). *The Individualized Classroom Assessment Scoring System (inCLASS).* Unpublished measure, University of Virginia.

Williford, A. P., Woods, J. E., & Shelton, T. L. (2002). *Childcare Enhancement Project: Providing therapeutic services to at-risk children within the childcare setting.* Unpublished training manual, Center for Youth, Family and Community Partnerships, University of North Carolina at Greensboro.

Grants and External Awards

Current

Evaluating the Efficacy of the LOOK Teacher Consultation Model to Improve Self-Regulation, Behavioral, and Social Outcomes among Children with Challenging Behaviors (July 2020-June 2025)
Principal Investigator (R. Bulotsky-Shearer, J. Downer, V. Wong, & V. Vitiello, Co-PIs)
United States Department of Education (USDE), Institute for Education Sciences (IES); $3,300,000 (Total funds)

- Efficacy trial to examine the effectiveness of an early childhood mental health consultation model to improve teacher practice and preschoolers social-emotional, and behavior outcomes.

Changing Teacher-Child Dyadic Play Interactions as a Way to Help Close the Racial Discipline Gap for Young Students (January 2020- December 2025)
Principal Investigator, (J. Whittaker, V. Wong,& R. Pianta, Co-PI's)
Funded by the William T. Grant Foundation; $539,983 (Total funds)

- Efficacy trial to examine the impact of Banking Time to reduce the discipline gap between black and white early elementary students.

Statewide Implementation of the Virginia Kindergarten Readiness Program
(July 2022 - June 2023)
Principal Investigator (J. Whittaker, Co-PI)
Funded by the Virginia Department of Education (VDOE); $3,427,000 (Total funds)

- Continued design and implementation of a statewide kindergarten readiness assessment system in Virginia.

Virginia Statewide Implementation of STREAMin3 (December 2021-June 2023)
Principal Investigator (K. Matthew, Co-PI)
Virginia Department of Education (VDOE); $13,743,799 (Total funds)

- Implement STREAMin3 curriculum model in 4000 Virginia early childhood classrooms and conduct and evaluation of the implementation.

Early Childhood Mental Health Consultation Pilot (July 2021-September 2023)
Principal Investigator (J. Downer & A. Partee, Co-PIs)

VDOE; $1,760,056 (Total funds)

- Design an early childhood mental health consultation model in partnership with VDOE and Virginia's Infant Toddler Specialist Network (ITSN) and pilot model within select regions of Virginia.

Advancing Effecting Interactions and Instruction (July 2022 - June 2023)
Principal Investigator (J. Downer, Co-PI)
VDOE; $1,700,000 (Total funds)

- Continuation of external observations of the quality of teacher-child interactions and provision of individualized professional development supports in all state-funded VPI preschool classrooms in Virginia.

Completed
Behavioral Engagement and Executive Functions as Contributors to School Readiness
(January 2016- December 2022)
Co-Principal Investigator, (Jason Downer, PI)
Funded by National Institute of Children's Health and Development (NICHD-R01); $2,333,122 (Total Funds)

- Short-term, longitudinal study examining the intersection of classroom quality, children's individual engagement, and children's executive functioning to promote children's school readiness skills.

Continued CLASS and PD for VPI Classrooms (July 2020 - June 2022)
Principal Investigator (J. LoCasale-Crouch, J. Downer, Co-PIs)
VDOE; $1,700,000 (Total funds)

- Continuation of external observations of the quality of teacher-child interactions and provision of individualized professional development supports in all state-funded VPI preschool classrooms in Virginia.

Preschool VKRP and Expanded ECE Resource Hub (June 2021-September 2022)
Principal Investigator (J. Whittaker & K. Neesen, Co-PIs)
VDOE; $1,750,000 (Total funds)

- Design and implement a preschool extension of VKRP to be used with children as young as 3-years-old and improve and expand the ECE Resource Hub.

Supporting the Social-Emotional Needs of Preschool Children in Virginia (July 2020-Sept 2022)
Principal Investigator (J. Downer, J. Whittaker, & J. LoCasale-Crouch, Co-PIs)
VDOE; $1,000,000 (Total funds)

- Provide additional professional development to VPI/Early Childhood Special Education educators to support children's social-emotional needs in response to COVID-19, emphasizing trainings that support educators to provide inclusive and anti-racist ECE experiences for Virginia's preschool children.

Alleghany Highlands STREAMin^3 Implementation (August, 2019 -June 2022)
Principal Investigator
Funded by the Alleghany Foundation; $192,000 (Total funds)

- Implementation pilot of the STREAMin^3 curriculum model in the Alleghany Highlands region of Virginia.

"Assignment: Impact!" Creating a Foundation for Success in Western Tidewater

(November 2018 – June 2022)
Principal Investigator
Funded by the Obici Healthcare Foundation; 1,350,000 (Total funds)

- Implementation pilot of the STREAMin3 curriculum model in the Western Tidewater region of Virginia.

Early Childhood Education: People, Programs, Policy
(September 2017-December 2020)
Principal Investigator, no funded effort (B. Hamre, J. Downer, & J LoCasale-Crouch Co-PI's)
Funded internally through Curry Investment Funds; $200,000 (Total Funds)

- Development of VKRP, STREAMin^3, and CASTL video resources.

CLASS and PD for VPI Classrooms (July 2018 - June 2020)
Principal Investigator, (J. Downer & J. LoCasale-Crouch, Co-PI's)
Funded by the Virginia Department of Education (VDOE); $1,700,000 (Total funds)

- Conduct external observations of the quality of teacher-child interactions and provision of individualized professional development supports in all state-funded VPI preschool classrooms in Virginia.

Mandated Statewide Implementation of the Virginia Kindergarten Readiness Program
(July 2018 - June 2020)
Principal Investigator (J. Whittaker, Co-PI)
Funded by the Virginia Department of Education (VDOE); $2,900,000 (Total funds)

- Design and implementation of a statewide kindergarten readiness assessment system in Virginia.

STREAMin3 Curriculum Pilot and Preschool Development of VKRP
(July 2018 - June 2020)
Principal Investigator
Funded by the Virginia Department of Social Services (VDSS); $1,250,000 (Total funds)

- Implementation pilot of the STREAMin^3 curriculum model in 50 private and faith-based classrooms in Virginia.

Understanding Exclusionary Discipline Practices Outside of Suspension and Expulsion for Young Students
(May 2018-April 2020)
Principal Investigator
Funded internally by the Curry School of Education; $10,000 (Total Funds)

- Item development of a teacher measure to understand the use of mild exclusionary discipline practices in preschool through 3rd grade classrooms.

A Plan for CLASS, Curriculum, and Professional Development in VPI (July 2018 - Feb 2019)
Principal Investigator (J. Downer & J. LoCasale-Crouch, Co-PIs)
Funded by the Virginia Department of Education (VDOE); $75,000 (Total funds)

- Recommendations provided to VDOE to improve preschool classroom quality for state-funded programs in Virginia.

CASTL Integrated Curriculum Package (August 2015-2018)
Principal Investigator (B. Hamre, Co-PI)

Funded by Elevate Early Education (E3); $486,000 (Total funds)

- Development of the STREAMin3 curriculum model: a birth through preschool integrated and comprehensive curriculum and professional development package.

Statewide Implementation of the Virginia Kindergarten Readiness Program
(July 2015- June 2018)
Principal Investigator (Jason Downer & Jessica Whittaker Co-PIs)
Funded by the Virginia Department of Education (VDOE); $2,800,000 (Total funds)

- Design and implementation of a voluntary kindergarten readiness assessment system in VA.

Building Effective State-Wide Quality Rating Strategies for Early Childhood System Reform: Lessons from the Development of Louisiana's Kindergarten Readiness System (2014-2018)
Co-Principal Investigator (D. Bassok, Principal Investigator)
Funded by the Institute for Education Sciences (IES-Goal 1); $1,598,266 (Total funds)

- Exploratory study of Louisiana's build of a statewide QRIS system.

Efficacy Trial of MyTeaching Partner-Mathematics/Science Curricula and Implementation support system (2012-2017)
Co-Principal Investigator (M. Kinzie, Principal Investigator)
Funded by the Institute of Education Sciences (IES-Goal 3); $3,476,829 (Total funds)

- Efficacy trial of a preschool mathematics and science curriculum.

UVa-Alleghany Highlands Collaborative Strategic Development Effort. (May 2015-February 2016).
Early Childhood Consultant (S. Rimm-Kaufman, Principal Investigator)
Funded by Alleghany Foundation; $85,000 (Total funds)

- Research practice partnership between UVA and Alleghany County and Covington to improve the quality of education experiences from early childhood through secondary.

Using Observations of Child Behavior in Context to Guide Early Educators' Response Toward Children who Display Challenging Behaviors (2012-2016)
Co-Principal Investigator (J. Downer, Principal Investigator)
Funded by the Institute of Education Sciences (IES-Goal 2); $1,273,580 (Total funds)

- Development of an early childhood mental health consultation model called Learning to Objectively Observe Kids (LOOK)

Virginia Kindergarten Readiness Project (2013-2015)
Principal Investigator (J. Downer & B. Hamre, Co-PI's)
Funded by Elevate Early Childhood (E3) via appropriation from the commonwealth of Virginia and the Batten Educational Achievement Fund; $524,312 (Total funds)

- Obtain a snapshot of kindergarten readiness in Virginia and provide recommendations for a statewide kindergarten readiness assessment system.

Examining the Efficacy of Banking Time: A Teacher-Child Early Intervention to Reduce Children's Disruptive Behavior (2010-2015)
Principal Investigator (J. LoCasale-Crouch & J. Whittaker, Co-PI's)
Funded by the Institute of Education Sciences (IES-Goal 3); $2,688,025 (Total funds)

- Efficacy trial examining the impact of *Banking Time* to improve teacher practice and reduce preschool children's disruptive behavior.

National Center for Research on Early Childhood Education (NCRECE) Post-Treatment Follow-Up Phase of the Professional Development Study (2009-2013)
Co-Investigator (R. Pianta, Principal Investigator)
Supplemental Grant Funded by the Institute of Education Sciences (IES); $1,498,985 (Total funds)

- Follow-up evaluation of a professional development model consisting of coursework and coaching on teacher practice and child outcomes.

Observation of Young Children's Competence in Classrooms (2009-2012)
Co-Investigator (R. Pianta, Principal Investigator)

- Three supplemental awards to the parent grant (funded by the National Institute of Child Health and Human Development (NICHD)) issued under the American Recovery and Reinvestment Act of 2009; $181,714 (Total funds). These extended the development of the Individualized Classroom Assessment Scoring System (*in*CLASS)

Early Childhood Mental Health Consultation (2011-2013)
Principal Investigator
Monticello Area Community Action Agency (MACAA) Head Start
$13,000 (Total funds)

- Provision of early childhood mental health consultation to Head Start teachers.

Evaluation of the Smart Beginnings South Hampton Roads Quality Enhancement Initiative (2009-2010)
Co- Principal Investigator (A. Mashburn, Principal Investigator)
Funded by Smart Beginnings South Hampton Roads (SBSHR); $198,642 (Total funds)

- Evaluation of the VA QRIS system in the Tidewater area of Virginia.

Peer Reviewed Research Presentations

*Note. * indicates a current or former graduate student, postdoctoral fellow, or early career fellow*

Williford, A. P. (2023, March). *Looking out for teachers who are looking after our children: Examining teacher stressors and supports.* Chair of Paper symposium presented at the Biennial Meeting of the Society for Research in Child Development, Salt Lake City, UT.

Partee, A., *Alamos, P., *Bivona, M., *Clayback, K., Downer, J., *Miller-Marshall, S., *Parker, K., Sachdeva, S., & **Williford A.** (2023, March). *Exploring teachers' use and perceptions of soft exclusionary discipline in kindergarten.* Paper presented at the Biennial Meeting of the Society for Research in Child Development, Salt Lake City, UT.

*Accavitti, M., *Alamos, P., *Clayback, K., **& Williford, A.** (2023, March). *Implementing an early childhood mental health consultation pilot in Virginia: Tensions and implications for scale-up.* Paper presented at the Biennial Meeting of the Society for Research in Child Development, Salt Lake City, UT.

*Parker, K., *Bivona, M., & **Williford, A.** (2023, March). Family and early educator perceptions of community needs and supports for children under five. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Salt Lake City, UT.

*Clayback, K. & **Williford, A.** (2023, March). *The role of preschool teacher attributions and teaching practices in predicting children's challenging behavior.* Poster presented at the Biennial Meeting of the Society for Research in Child Development, Salt Lake City, UT.

*Bivona, M., *Parker, K., & **Williford A.** (2023, March). *"Meditation, medication, acknowledgement, and acceptance;" early educator's work, stress and coping during the COVID-19 Pandemic.* Poster presented at the Biennial Meeting of the Society for Research in Child Development, Salt Lake City, UT.

*Alamos, P., *Clayback, K., **Williford A.,** Downer, J., & Turnbull, K. (2023, March). *Teachers' emotional support intersects with emotional exhaustion in contributing to preschoolers' emotion regulation.* Poster presented at the Biennial Meeting of the Society for Research in Child Development, Salt Lake City, UT.

Shea, Z., Whittaker, J., **Williford A.**, & DeCoster J. (2023, March). *Can state kindergarten entry social-emotional skills help predict disability identifications?* Flash talk presented at the Biennial Meeting of the Society for Research in Child Development, Salt Lake City, UT.

LoCasale-Crouch, J., Lenahan, T., Chamberlain, C., **Williford, A.**, Downer, J., & Whittaker, J. (2022, May). *Do children's school readiness skills vary from access to and quality of the Virginia Preschool Initiative in their school feeder pattern?* Presented at Society for Prevention Research 30th Annual Meeting 2022, Seattle, WA

*Alamos, P. & **Williford A.** (2022, July). *The role of racial biases in building teacher-child relationships: A conceptual model rationale.* Symposium presentation presented at the International School Psychology Association, Leuven, Belgium.

Lenahan, T., LoCasale-Crouch, J., Chamberlain, C. **Williford, A.**, Downer, J. Whittaker, J., & Miller, L. (2022, June), *Examining the differential relationship between child opportunity and school readiness across low & highly segregated schools.* Paper presented at the National Research Conference in Early Childhood, Presented virtually due to COVID-19.

Downer, J., Chamberlain, C., Lhospital, A., LoCasale-Crouch, J., Smith, M., Stuhlman, M**., Williford, A.**, Jaworski, B. (2022, June). *Coaching public preschool teachers to promote equitable social-emotional instruction in the context of COVID-19.* Paper presented at the National Research Conference in Early Childhood, Presented virtually due to COVID-19.

*Alamos, P., Turnbull, K., **Williford, A.**, & Downer, J. (2022, June). *Transactional relations between self-regulation and language in preschoolers: Evidence from a low-income sample.* Poster presented at the National Research Conference in Early Childhood, Presented virtually due to COVID-19.

Turnbull, K., DeCoster, J., Downer, J., **Williford, A.**, Grimm, K. (2022, June). *Elucidating linkages between executive functioning and school readiness skill development: The mediating role of classroom behavioral engagement.* Poster presented at the National Research Conference in Early Childhood, Presented virtually due to COVID-19.

Chamberlain, C., Lenahan, T., LoCasale-Crouch, J., **Williford, A.,** Downer, J., & Whittaker, J. (2022, June). *How does the quality of early childhood programs in an elementary school's*

neighborhood relate to children's school readiness skills. Poster presented at the National Research Conference in Early Childhood, Presented virtually due to COVID-19.

*Parker, K., *Alamos, P., & **Williford, A.** (2022, June),*Teachers' perceptions of children's behavior as problematic: The role of teacher-child race.* Poster presented at the National Research Conference in Early Childhood, Presented virtually due to COVID-19.

Vitiello, V., *Bivona, M., & **Williford, A.** (2022, June*). Implementing a new curriculum: The problem of turnover before and during COVID-19.* Paper presented at the National Research Conference in Early Childhood, Presented virtually due to COVID-19.

*Alamos, P., *Parker, K., *Robinson, A., **Williford, A**., Whittaker, J. & *Accavitti M. (2022, June),*Who's left out of learning? Racial disparities in teachers' reports of exclusionary discipline strategies beyond suspensions and expulsions.* Poster symposium presented at the National Research Conference in Early Childhood, Presented virtually due to COVID-19.

*Accavitti, M. & **Williford, A**. (2022, June), *Soft exclusionary discipline in the early years of school: A mixed method exploration of educators' strategy use and associations with child outcomes..* Poster symposium presented at the National Research Conference in Early Childhood, Presented virtually due to COVID-19.

*Alamos, P. & **Williford A.** (2021, April). *Emotion talk in preschool teachers and children displaying elevated externalizing behaviors: Child- and teacher-level predictors.* Flash talk presented at the Biennial Meeting of the Society for Research in Child Development, Presented virtually due to COVID-19.

Vitiello, V.E., **Williford, A. P.**, Vines, E., & Hummer, L. (2021, April). *First impressions: Understanding the role of teacher buy-in to the success of program implementation.* Paper presented at the Biennial Meeting of the Society for Research in Child Development, Presented virtually due to COVID-19.

*Clayback, K. A., **Williford, A. P.,** Downer, J. & Turnbull, K. (2021, April). *Consistency of teacher-child interactions and child developmental gains in self-regulation across preschool.* Poster presented at the Biennial Meeting of the Society for Research in Child Development, Presented virtually due to COVID-19.

*Partee, A., & **Williford, A. P.** (2021, April). *Implementing a PD consultation process in a state preschool program.* Poster presented at the Biennial Meeting of the Society for Research in Child Development, Presented virtually due to COVID-19.

Accavitti, M. & **Williford, A. P.** (2021, April). *Exploring the landscape of soft exclusionary discipline in the early years of school.* Poster presented at the Biennial Meeting of the Society for Research in Child Development, Presented virtually due to COVID-19.

Downer, J., Turnbull, K., **Williford, A. P.,** Grimm, K. J. & *Smith, K. R., & Rodgers, D. (2021, April). *Bidirectional links between executive functioning and behavioral engagement across the preschool year and under different conditions of classroom interaction quality.* Paper presented at the Biennial Meeting of the Society for Research in Child Development, Presented virtually due to COVID-19.

*Clayback, K.A., *Bivona, M.A., Vitiello, V.E., & **Williford, A.P.** (2020, November). *Links between teacher stress, program climate, and implementation fidelity of a birth through five comprehensive curriculum model.* Poster presented at the biennial National Research Conference on Early Childhood conference in Arlington, Virginia *[Presented virtually due to COVID-19].*

*Clayback, K.A., *Bivona, M.A., Hummer, L.T., Vines, E.J., Vitiello, V.E., Matthew, K., & **Williford, A.P.** (2020, November). *Implementation of STREAMin3, A Comprehensive, Center-Wide Curriculum for Birth to Age 5 Classrooms.* Poster presented at the biennial National Research Conference on Early Childhood conference in Arlington, Virginia *[Presented virtually due to COVID-19].*

*Partee, A., **Williford A.**, Whittaker, J. (2020). *Implementing Banking Time with teachers and preschoolers displaying disruptive behaviors: Links between consultant-teacher alliance, implementation fidelity, and dyadic teacher-child interactions.* Poster presented at the biennial National Research Conference on Early Childhood conference in Arlington, Virginia *[Presented virtually due to COVID-19].*

Vitiello, G., Whittaker, J., & **Williford, A.** (2020). Development of a statewide, comprehensive kindergarten readiness assessment: Early findings from Virginia. Poster presented at the biennial National Research Conference on Early Childhood conference in Arlington, Virginia *[Presented virtually due to COVID-19].*

*Russo, J., **Williford, A.**, & Downer, J. (2020). *Advancements in understanding how children's experiences in neighborhoods and classrooms contribute to self-regulation.* Individual Paper presented to the Society for Prevention Research 2020 Annual Conference. *[Presented in Virtual Format due to COVID-19]*.

*Russo, J., **Williford, A. P**., & Downer, J. (2019). *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.

*Wymer, S., & **Williford, A. P.** (2019). *Teachers' use of exclusionary discipline practices with black and white preschool students displaying disruptive behavior*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Baltimore, MD.

Williford, A. P. (2018, June). *Active collaborations between researchers and district and state leaders in early childhood education.* Chair of Paper symposium presented at the National Research Conference on Early Childhood Education, Washington DC.

Williford, A. P. (2018, June). *The broadening of a statewide early assessment and intervention system: Data on the process and impact of change—VKRP.* Paper presented at the National Research Conference on Early Childhood Education, Washington DC.

*Alamos, P., **Williford, A.**, & LoCasale-Crouch, J. (June, 2018). *Understanding teachers' Banking Time implementation in a sample of preschool children who display early disruptive behaviors.* Poster presented at the National Research Conference on Early Childhood Education, Washington DC.

*Russo, J. & **Williford, A**. (2018, June). *Instability in young children's environments and early self-regulatory skills: The moderating effect of teacher-child interactions.* Poster presented at the National Research Conference on Early Childhood Education, Washington DC.

*Yoder, M., **Williford, A.**, & Vitiello, V. (2018, June). *Observed quality of classroom peer interactions in a sample of preschoolers displaying disruptive behaviors.* Poster presented at the National Research Conference on Early Childhood Education, Washington DC.

*Wymer S. & **Williford, A.** (2018, June). *Relationship between teacher-child race matches and trajectories of disruptive behavior in preschool.* Poster presented at the National Research Conference on Early Childhood Education, Washington DC.

*Partee, A., Hamre, B., & **Williford, A.** (June, 2018). *Examining the role of preschool classrooms' behavioral composition on children's experiences in the classroom.* Poster presented at the National Research Conference on Early Childhood Education, Washington DC.

*Gallo, R., Downer, J., & **Williford, A.** (June, 2018). *Peer effects on self-regulation development in the preschool classroom*. Poster presented at the National Research Conference on Early Childhood Education, Washington DC.

Williford, A. P. (2017, April). *Policy efforts in early childhood: Quality rating systems (QRS) and kindergarten entry assessments (KEAs).* Chair for symposium presented at the Biennial Meeting of the Society for Research in Child Development, Austin, TX.

Bulotsky-Shearer, R., Vitiello, V., **Williford, A. P**., & Downer, J. D. (2017, April). *Data-driven, video-based teacher consultation to improve social-behavioral outcomes for preschoolers with self-regulation deficits.* Paper presented at the Biennial Meeting of the Society for Research in Child Development, Austin, TX.

*Russo, J. M., **Williford, A. P.,** Bassok, D., Vitiello, V. (2017, April). *Examining the discriminant validity of a kindergarten entry assessment (KEA) and the implications for teacher practice.* Paper presented at the Biennial Meeting of the Society for Research in Child Development, Austin, TX.

*Russo, J. M. & **Williford, A. P.** (2017, April). *Multi-method assessment of children's social-emotional skills at kindergarten entry and its links to incoming math achievement.* Paper presented at the Biennial Meeting of the Society for Research in Child Development, Austin, TX.

*Reilly, S. Downer, J., Williford. A. P. (2017, April). *Understanding the roles of teacher-child interactions and children's classroom engagement in developing school readiness skills. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Austin, TX.*

Vitiello, V., Bassok, D., Hamre, B., Player, D., **& Williford, A.** (2017, April). *Can local observers accurately measure classroom quality? Understanding reliability and validity of QRIS classroom observations.* Paper presented at the Biennial Meeting of the Society for Research in Child Development, Austin, TX.

*Alamos, P. M., Williford, A. P., LoCasale-Crouch, J. (2017, April). *Understanding Banking Time fidelity of implementation in a sample of preschool children who display disruptive behaviors*.

Poster presented at the Biennial Meeting of the Society for Research in Child Development, Austin, TX.

Bulotsky-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 symposium presented at the ACF National Research Conference on Early Childhood, Washington, DC.

*Yoder, M., Vitiello, V., & **Williford, A.** (2016, July). *The relationship between teachers' classroom management and engagement of preschoolers with disruptive behavior.* Poster symposium presented at the ACF National Research Conference on Early Childhood, Washington, DC.

*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 symposium presented at the ACF National Research Conference on Early Childhood, Washington, DC.

*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 symposium presented at the ACF National Research Conference on Early Childhood, Washington, DC.

Williford, A. P., Downer, J., Bulotsky Shearer, R. (2016, June). *Pilot results using a data-driven, video-based, teacher consultation model to improve preschool children's challenging behavior*. Paper symposium presented at the Society for Prevention Research Annual Meeting, San Francisco, CA.

Williford, A. P., Vick Whittaker, J. E., & Locasale-Crouch, J. (2015, September). *Examining the impacts of Banking Time to reduce preschool children's disruptive behaviors.* Paper symposium presented at the 17th European Conference of Developmental Psychology, Braga, Portugal.

Williford, A. P., &* Hatfield, B. E. (2015, September). *Cortisol patterns for young children displaying disruptive behavior: Differences linked with providing a teacher-child, relationship-focused intervention.* Paper symposium presented at the 17th European Conference of Developmental Psychology, Braga, Portugal.

LoCasale-Crouch, J., **Williford, A.**, Whittaker, J., DeCoster, J., *Wolcott, C., & *Carter, L. (2015, May) *Variation in teachers' BankingTime implementation and improved teacher practice and child outcomes: The role of the teacher-consultant relationship.* Presented at Society for Prevention Research, Washington, DC.

Williford, A. P., Vick Whittaker, J. E., & Locasale-Crouch, J. (2015, April). *Improving behavioral outcomes for preschoolers displaying disruptive behavior: Examining the impacts of Banking Time.* Paper symposium presented at the Biennial Meeting of the Society for Research in Child Development, Philadelphia, Pennsylvania.

Locasale-Crouch, J., **Williford, A. P.**, Vick Whittaker, J. E., *Wolcott, C. E., & *Carter, L. M. (2015, April). *Variation in teachers' implementation of Banking Time: Association with teacher*

practice and children's disruptive behavior. Paper symposium presented at the Biennial Meeting of the Society for Research in Child Development, Philadelphia, Pennsylvania.

Vick Whittaker, J. E., Kinzie, M., **Williford, A. P.**, DeCoster, J. (2015, April). *Associations between teachers' use of PD supports and quality of classroom interactions.* Paper symposium presented at the Biennial Meeting of the Society for Research in Child Development, Philadelphia, Pennsylvania.

Pianta, R. C., DeCoster, J., Cabell, S. Q., Burchinal, M., Hamre, B. K., Downer, J., LoCasale-Crouch, J., **Williford, A. P.**, & Howes, C. (2015, April). *Dose response relations between pre-k teachers' exposure to coaching and increases in quality of teacher-child interaction.* Paper symposium presented at the Biennial Meeting of the Society for Research in Child Development, Philadelphia, Pennsylvania.

Downer, J., **Williford, A. P.**, Bulotsky Shearer, R. J., (2015, April). *Data-driven early childhood mental health consultation with teachers to improve children's engagement in preschool classrooms.* Paper symposium presented at the Biennial Meeting of the Society for Research in Child Development, Philadelphia, Pennsylvania.

*Hatfield, B. E., Finders, J. C., & **Williford, A. P.** (2015, April). *Associations between consistently effective teacher-child interactions and children's cortisol patterns in preschool.* Poster symposium presented at the Biennial Meeting of the Society for Research in Child Development, Philadelphia, Pennsylvania.

*Carter, L. M., *Vitiello, V. E., & **Williford, A. P.** (2015, April). *Teacher Beliefs: The link between teacher beliefs and the quality of teacher-child interactions.* Poster symposium presented at the Biennial Meeting of the Society for Research in Child Development, Philadelphia, Pennsylvania.

Bulotsky-Shearer, R., **Williford, A.,** Downer, J., L'hospital, 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 Head Start 12th National Research Conference, Washington, D.C.

Bulotsky-Shearer, R., **Williford, A.**, *Carter, T.,* Hasbrouck, S. (2014, July). *Making the invisible visible: Using a contextual approach to identify shy and socially withdrawn children in preschool classrooms.* Poster presented at the Head Start 12th National Research Conference, Washington, D.C.

*Sanger, C. E., *Hartz, K. & **Williford, A. P.** (2014, July). *Banking Time: Coding children's perceptions of the teacher-child relationship.* Poster presented at the Head Start 12th National Research Conference, Washington, D.C.

*Carter, L. & **Williford, A.** (2014, July). *Individualized emotional support for preschool children with disruptive behavior.* Poster presented at the Head Start 12th National Research Conference, Washington, D.C.

*Hatfield, B., Finders J., **Williford, A.** (July, 2014). *Supporting preschool children's cortisol levels through responsive classroom interactions: A focus on children with challenging behaviors.* Poster presented at the Head Start 12th National Research Conference, Washington, D.C.

Whittaker, J., Kinzie, M., **Williford, A.**, Kilday, C. (July, 2014). *MyTeachingPartner—Math/Science: Supporting early childhood educators' intentional teaching of mathematics and science in pre-kindergarten.* Poster presented at the Head Start 12th National Research Conference, Washington, D.C.

Williford, A. P., & *Carter L. M. (2014, May). *The impact of Banking Time on teacher-child interaction quality in preschool*. Paper Symposium presented at the Society for Prevention Research Annual Meeting, Washington DC.

Williford, A. P., & *Sanger C. E. (2014, May). *Classroom and teacher characteristics predicting the implementation of Banking Time with preschoolers who display disruptive behaviors.* Paper Symposium presented at the Society for Prevention Research Annual Meeting, Washington DC.

Williford, A. P., Locasale-Crouch, J., & DeCoster, J. (2013, April). Exchanges between teachers' practice and children's engagement in a sample of preschoolers displaying disruptive behaviors. In **A. P. Williford** (chair), *The interplay between young children and teachers: Teacher-child relationships, teacher practice, and children's engagement*. Paper symposium presented at the Biennial Meeting of the Society for Research in Child Development, Seattle, Washington.

*Hartz, K., **Williford, A.**, & Koomen, H. (2013, April). Changes in teacher's perceptions of the teacher-child relationship: children's engagement and teachers' attributes. In **A. P. Williford** (chair), *The interplay between young children and teachers: Teacher-child relationships, teacher practice, and children's engagement*. Paper symposium presented at the Biennial Meeting of the Society for Research in Child Development, Seattle, Washington.

Williford, A. P., Whittaker, J. E., Locasale-Crouch, J., & *Matthew, K. (2013, April). Improving teacher-child interaction quality for preschoolers displaying disruptive behaviors: Examining the impacts of Banking Time. In **A. P. Williford** (chair), *Promoting positive teacher-child relationships to improve young children's behavioral adjustment*. Paper symposium presented at the Biennial Meeting of the Society for Research in Child Development, Seattle, Washington.

*Hatfield, B. E. & **Williford, A. P.** (2013, April). *Effects of teacher-child relationship intervention for children with behavior problems on child cortisol patterns at child care.* Paper symposium presented at the Biennial Meeting of the Society for Research in Child Development, Seattle, Washington.

*Carter, L. M. & **Williford, A. P.** (April, 2013). *Exploring the teacher-child relationship: The role of a teacher's attributions for child disruptive behavior*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Seattle, Washington.

*Sanger, C. E. & **Williford, A. P.** (April, 2013). *Teacher and teacher aide agreement: associations with observed disruptive behavior in preschool*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Seattle, Washington.

Williford, A. P. (March, 2013). *Testing the impacts of Banking Time to improve social and behavioral outcomes for preschoolers displaying disruptive behaviors.* Virtual poster presented at the annual IES Principal Investigator's meeting, Washington, D.C.

Williford, A. P., *Hatfield, B., Locasale-Crouch, J., Whittaker, J. E. (2012, June). *Teacher's implementation of Banking Time with preschoolers at-risk for a disruptive behavior disorder.* Paper symposium presented at the Society for Research Prevention, Washington, DC.

Williford, A. P., *Maier, M. F., Downer, J. T., *Carter, L., & *Sanger, C. (2012, June). Understanding how children's engagement and teachers' interactions combine to predict school readiness. In J. A. Griffin (chair), *Developing new measures to assess the school readiness of young children: The Interagency Consortium for School Readiness Outcome Measures.* Poster symposium presented at the biennial Head Start's National Research Conference, Washington, D.C.

*Hartz, K., Locasale-Crouch, J., Whittaker, J., **Williford, A.** (2012, June). *Implementation of Banking Time in year one of a randomized controlled trial.* Poster presented the Head Start Research Conference, Washington, DC.

Vick Whittaker, J.E., *Hatfield, B., *Hartz, K., **Williford, A.**, & LoCasale-Crouch, J. (2012, June). *Congruence of teacher and teaching assistant ratings of children's behavior problems.* Poster presented at the National Head Start Research Conference, Washington, DC.

Williford, A. P. & Downer, J. T. (2011, March) *Preschoolers' individual classroom interactions with teachers, peers, and tasks: Implications for development and intervention.* Paper symposium presented at the Biennial Meeting of the Society for Research in Child Development, Montreal, Quebec, Canada.

Williford, A. P., & Mashburn, A. J. (2011, March). *The impact of Virginia's Star Quality Initiative on classroom quality and child outcomes.* Paper symposium presented at the Biennial Meeting of the Society for Research in Child Development, Montreal, Quebec, Canada.

*Barrueco, S. & **Williford, A. P.** (2011, March). *Preschool teachers' psychological well-being and beliefs: Influences on classroom practices and young children's development.* Paper symposium presented at the Biennial Meeting of the Society for Research in Child Development, Montreal, Quebec, Canada.

Williford, A. P., *Maier, M., Downer, J. T., Pianta, R. C., & 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 presented at the Biennial Meeting of the Society for Research in Child Development, Montreal, Quebec, Canada.

*Hartz, K., & **Williford, A. P.** (2011, March). *Differential susceptibility to sensitivity: Maternal and teacher influences on children's kindergarten social competence.* Poster presented at the Biennial Meeting of the Society for Research in Child Development, Montreal, Quebec, Canada.

Vick Whittaker, J. E., **Williford, A. P.**, & Kinzie, M.B. (2011, March). *The association between teacher-child relationship quality and children's mathematics skills in pre-kindergarten .* Poster presented at the Biennial Meeting of the Society for Research in Child Development, Montreal, Quebec, Canada.

Downer, J. T., *Vitiello, V., & **Williford, A. P.** (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, Canada.

*Hartz, K., *Haak, J., *Vitiello, V., **Williford, A. P.**, & Downer, J. T. (2011, March). *Emotion regulation development: The role of positive and negative engagement in preschool.* Poster presented at the Biennial Meeting of the Society for Research in Child Development, Montreal, Quebec, Canada.

Williford, A. P., & *Matthew, K. (2010, June). *Contextual risk and parental attributions of children's behaviors as factors that influence the acceptability of empirically supported treatments*. Poster presented at Head Start's Tenth National Research Conference, Washington, DC.

Downer, J. T., **Williford, A. P.**, Booren, L. M., *Vitiello, V. E., & Pianta R. C. (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 Tenth National Research Conference, Washington, DC.

Williford, A. P., Calkins, S. D., Keane S. P. & O'Brien, M. (2009, April). *Predicting latent classes of ADHD and ODD comorbidity across early childhood: Child and maternal factors.* Paper symposium presented at the Biennial Meeting of the Society for Research in Child Development, Denver, CO.

Keane, S. P., Calkins, S. D., & **Williford, A. P.** (2008, July). *Early maternal and child factors as predictors of preschool social adjustment and kindergarten peer status*. Poster symposium presented at the 20th Biennial International Society for the Study of Behavioural Development (ISSBD), Wurzburg, Germany.

Williford, A. P., & Shelton, T. L. (2008, June). *Using mental health consultation to decrease disruptive behaviors in preschoolers: Adapting an empirically-supported intervention*. Poster presented at the Head Start's Ninth National Research Conference, Washington, DC.

Keane, S. P., **Williford, A. P.**, Shuey, E. A., & Calkins, S. D. (2007, March). *Developmental trajectories of negative peer status during the early school years.* Poster presented at the Biennial Meeting of the Society for Research in Child Development, Boston, MA.

Williford, A. P., & Shelton, T. L. (2003, April). *Predicting kindergarten readiness within an at-risk sample: A contextual approach*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Tampa, FL.

Williford, A. P., Woods, J. E., & Shelton, T. L. (2002, February). *Assessing the context of poverty: Implications for research examining child outcomes*. Poster presented at the annual research conference of the Research and Training Center for Children's Mental Health, University of South Florida, Tampa, FL.

Calkins, S. D., & **Williford, A. P.** (2003, April). *Anger regulation in infancy: Consequences and correlates*. Paper symposium presented at the Biennial Meeting of the Society for Research in Child Development, Tampa, FL.

Woods, J. E., **Williford, A. P.**, Neal, J. M., Dobbins, T. R., & Shelton, T. L. (2002, February). *Parent training with economically disadvantaged families: Tailoring services and increasing parent participation*. Paper symposium presented at the Annual Research Conference of the

Research and Training Center for Children's Mental Health, University of South Florida, Tampa, FL.

Shelton, T. L., **Williford, A. P.**, & Woods, J. E. (2001, May). *Bringing out the best in Head Start preschoolers with disruptive behaviors: A family-centered approach.* Paper symposium presented at the Building on Family Strengths Conference, Research and Training Center on Family Support, Portland State University, Portland, OR.

Shelton, T. L., **Williford, A. P.**, & Woods, J. E. (2001, May). *Bringing out the best in Head Start preschoolers: A system of care approach to addressing behavioral challenges.* Paper symposium presented at the North Carolina Head Start Association Annual Training Conference, Greensboro, NC.

Shelton, T. L., Woods, J .E., & **Williford, A. P.** (2001, June). *Disruptive behavior symptoms in an economically disadvantaged preschool population*. Poster presented at the International Society for Research in Child and Adolescent Psychopathology, Vancouver, BC.

Williford, A. P., Woods, J. E., & Shelton, T. L. (2001, August). *Family-centered intervention for Head Start preschoolers with disruptive behaviors.* Poster presented at the annual meeting of the American Psychological Association, San Francisco, CA.

Williford, A. P., Ryan, E. E., Woods, J. E., & Shelton, T. L. (2000). *Kindergarten readiness in an at-risk population: Child and family factors*. Poster presented at the annual meeting of the American Psychological Association, Washington, D.C.

Williford, A. P., Woods, J. E., & Shelton, T. L. (2000). *Project Mastery: A family–centered intervention for preschoolers with behavior problems*. Poster presented at the annual meeting of the American Psychological Association, Washington D.C.

Invited Presentations

*Note. * indicates a current or former graduate student, postdoctoral fellow, or early career fellow*

Williford, A. & Neville-Morgan, S. (2023, March 27). Invited speaker for a listening session for the Committee on a New Vision for Quality Pre-K Curriculum. Division of Behavioral and Social Sciences and Education The National Academies of Sciences, Engineering, and Medicine. Presented Virtually.

Herzfeld, M., Murphy, C., **Williford, A.**, with Zuech Lim, N. as moderator (2022, December 9). *Preparing students and families for the transition to kindergarten.* Invited panelist for Promise Neighborhoods and Full-Service Community Schools National Network Conference. Presented virtually.

Jones, J., Meisels, S., & **Williford, A.** with Pianta, R. as moderator (2022, March 3). *Supporting our Youngest Generation: Challenges and Opportunities in Early Education and Child Care.* Invited panelist for UVA Clubs. Presented virtually.

Bulotsky-Shearer, R., Crawford, A., Curenton, S., Mashburn A., Purtell, K., Sachs, J., & **Williford, A.** with Ebanks C. as moderator (2022, January 25). *When things fall apart: The impact of the*

COVID-19 pandemic on early childhood education and implications for current and future research, policy, and practice. Invited panelist for interactive session for the Advancing Equity & Inclusion in the Education Sciences IES Annual Principal Investigators Meeting. Presented virtually.

Conway, J., **Williford, A**., & Bassok, D. (2021, April 21). *Quality in early childhood classrooms.* Invited presentation to the Virginia Board of Education. Richmond, VA. Presented virtually.

Williford, A. P. (2021, March 29). *CASTL-VDOE Research Practice Policy Partnership*. Invited presentation for the SRCD Policy Fellowship Seminar. Washington, DC. Presented virtually.

Williford, A. P. & Adams, S. (2020, August 26). *Improving equity in early education.* Invited webinar presentation for Exposed Series with the United Way of Greater Charlottesville, Tom Tom Foundation. Charlottesville, VA. Presented virtually.

Williford, A. P. (2020, July 23). *Cultivating connections after trauma: Relationship equity in your classroom.* Invited presentation for the Trauma Informed Care Webinar Series with Teachstone, Charlottesville, VA. Presented virtually.

Williford, A. P. (2019, December 5). *Update: Virginia Kindergarten Readiness Assessment Program; Advancing effective interactions & instruction in VPI classrooms; and STREAMin3 curriculum pilot.* Invited presentation for the VPI Joint Subcommittee of the Virginia General Assembly. Richmond, VA.

Williford, A. P. (2019, December). *Panel discussion on the current state of early education policy in Virginia and Charlottesville/Albemarle.* Invited panelist for the Early Childhood Policy Convening. Charlottesville, VA.

Williford, A. P., & Bassok, D. (2019, October). *Defining the school readiness challenge in Virginia.* Invited presentation for the Virginia Early Childhood Education Policy Summit. Charlottesville, VA.

Williford, A. P. (2019, September). *Building strong relationships between teachers and children who display disruptive behaviors.* Invited keynote for the Connecticut Office of Early Childhood, How Adults Can Buffer Stress for young Children and Reduce Challenging Behaviors. Hartford, CT.

Williford, A. P. (2019, June). *VKRP: A whole child approach to supporting school readiness*. Invited keynote address for the VASCD PreK-Kindergarten Conference. Harrisonburg, VA.

Williford, A. P. & Accavitti, M.* (2019, June). *Self-regulation and social skills: Improving the teacher-child relationship to support children's school readiness skills*. Invited presentation for the VASCD PreK-Kindergarten Conference. Harrisonburg, VA.

Williford, A. P., & *Alamos, P. (2019, May). *Improving the teacher-child relationship through Banking Time.* Invited presentation for the National Training Institute on Effective Practices: Addressing Challenging Behavior. National Training Institute. St. Petersburg, FL.

Williford, A. P. (2018, November). *Collaborative initiatives to improve early childhood education in Virginia.* Invited presentation for the Allegany Foundation's, 3rd Annual Education Summit on Early Childhood Education. Clifton Forge, VA.

Williford, A. P. (2018, June). *The brain science behind early childhood development & economic impact.* Invited presentation for the United Way Thomas Jefferson Area, Early Childhood Education Symposium. Charlottesville, VA.

Williford, A. P. (2018, June). *Learning begins at birth: Unlocking the mysteries of early childhood brain development.* Invited presentation for the School of Education Foundation, Curry Reunions. Charlottesville, VA.

Williford, A. P. (2018, June). *Classroom strategies to decrease and respond to disruptive behaviors.* Invited presentation for the Harvard University, School of Education, Zaentz Early Education Leadership Conference. Boston, MA.

Williford, A. P. (2018, April). *Early childhood education*. Invited presentation for the Curry School of Education Foundation, Realizing Human Potential. Arlington, VA.

Williford, A. P. (2018, April). *Classroom strategies to decrease and respond to disruptive behaviors.* Invited presentation for the Connecticut Office of Early Childhood, How Adults Can Buffer Stress for young Children and Reduce Challenging Behaviors. Hartford, CT.

Williford, A. P. (2018, April). *Early childhood education: What components make the difference.* Keynote Speaker for the Virginia Department of Education, Virginia Preschool Initiative Institute. Abingdon, VA.

Williford, A. P. (2017, June). *Classroom strategies to decrease and respond to disruptive behaviors.* Invited presentation for the Harvard University, School of Education, Zaentz Early Education Leadership Conference. Boston, MA.

Williford, A. P. (2017, April). *The brain science behind early childhood development & economic impact.* Keynote address provided at the launching of the Alleghany Highlands Early Learning Partnership (AHELP). Covington, VA.

Williford, A. P. (2016, October 13)*. Invited early childhood education panelist at the 2016 Virginia Education Summit*. Joint Meeting of the House Education and Senate Education and Health Committees. Lynchburg, VA.

Williford, A. P. (2016, September 7). *The Virginia Kindergarten Readiness Project: Update on statewide rollout.* Invited presentation for the VPI Joint Subcommittee of the Virginia General Assembly. Richmond, VA.

Williford, A. P. (2015, September 17). *The Virginia Kindergarten Readiness Project: Pilot results and statewide rollout.* Invited presentation for the Virginia School University Partnership. Charlottesville, VA.

Williford, A.P. & Downer, J. T. (2015, September 14). *The Virginia Kindergarten Readiness Project: Pilot results and statewide rollout.* Invited presentation for the Virginia Early Childhood Foundation, Richmond, VA.

Williford, A. P. (2015, August 25). *The Virginia Kindergarten Readiness Project: Pilot results and statewide rollout.* Invited presentation for the VPI Joint Subcommittee of the Virginia General Assembly. Richmond, VA.

Williford, A. P. (2015, June 25). *The Virginia Kindergarten Readiness Project: Pilot results and statewide rollout.* Invited presentation for Elevate Early Education, Norfolk, VA.

Williford, A. P. (2015, April 1). *The effects of Banking Time to improve preschool children's behavior problems.* Colloquium presentation. George Mason University, Department of Applied Developmental Psychology. Fairfax, VA.

Williford, A. P. (2015, February 13). *Examining the impacts of Banking Time to improve outcomes for preschool children displaying disruptive behaviors.* Invited presentation for the VEST sponsored Curry Education Research Lectureship Series. Charlottesville, VA.

Williford, A. P. (2015, February 5*). Phase II results of the Virginia Kindergarten Readiness Project.* Invited webinar presentation for the Early Elementary Workgroup of Virginia's Commonwealth Council for Childhood Success. Richmond, VA.

Williford, A. P. (2016, June 7). *Addressing challenging behaviors.* Invited day long workshop presented to pre-k and kindergarten teachers and services providers through the Ohio State Support Team, Region 11, Annual Early Childhood Summer Symposium. Columbus, OH.

Williford, A. P. (2014, November 19). *Applying research to policy and practice: The Virginia Kindergarten Readiness Project.* Invited presentation for PSY 636: Research Methods with Children and Adolescents at the University of Miami (Instructor: Dr. Rebecca Shearer). via Skype, Miami, FL.

Williford, A. P. (2014, June 18). *The impact of the teacher-child relationship in supporting social-emotional competencies in young children.* Invited presentation at the Summer 2014 Early Childhood Symposium organized by the Educational Service Center of Central Ohio and The Ohio State University, Columbus, Oh.

Williford, A. P., Cabell, S., Reich, G., & Barrett, D. (2013, April) *Using research-based comprehensive curricula and teaching practices in Head Start: What works?* Invited presentation at the Office of Head Start National Birth to Five leadership Institute, National Harbor, MD.

Hamre, B. K. & **Williford, A. P.** (2012, May) *Effects of coaching and coursework on preschool teacher's interactions with children.* Invited paper presented at the Annual Smart Start Conference, Greensboro, NC.

Downer, J. T. & **Williford, A. P.** (2011, October) *Designing a national model for effective early childhood teacher preparation.* Invited presentation to UVA's Curry School Foundation, Charlottesville, VA

Williford, A. P., & Whittaker, J. E. (2010, August). *Teacher-child relationship quality: Key to improving child outcomes.* Invited paper presented at the U.S. Department of Education and Department of Health and Human Services' early childhood meeting entitled "Early Childhood 2010: Innovation for the Next Generation". Washington, DC.

Select Invited Local Workshops

*Note. * indicates a current or former graduate student, postdoctoral fellow*

Williford, A. P. (2017, November 4). *Improving interactions and relationships with children through Banking Time.* Invited workshop presented to early childhood teachers. Smart Beginnings/VA Cooperative Extension ECE Annual Conference, Lynchburg, VA.

Williford, A. P. (2017, August, 12). *Improving interactions and relationships with children who display challenging behaviors.* Invited workshop presented to pre-k and kindergarten teachers. Amherst County Public Schools, Amherst, VA.

Williford, A. P., *Hasbrouck, S., *Russo, J., & *Phillips, K. (2014, November 6). *Targeted strategies to reduce young children's challenging behaviors*. Invited half day workshop presented to pre-k and kindergarten teachers and services providers through the VaASCD. Williamsburg, VA.

Williford, A. P., *Carter, L. & *Hasbrouck, S. (2014, October 9). *Effective strategies to improve children's abilities to control their behaviors and emotions*. Invited day long workshop presented to pre-k and kindergarten teachers and services providers through the VaASCD. Williamsburg, VA.

Williford, A. P. (2014, August 8). *Promoting social-emotional competencies in young children*. Invited half-day workshop presented to Montgomery County Public Schools and Head Start preschool teachers. Christiansburg, VA.

Williford, A. P. (2014, March 7). *Effective strategies to improve children's abilities to control their behaviors and emotions*. Invited day long workshop presented to pre-k and kindergarten teachers and services providers through the VaASCD. Richmond, VA.

Williford, A. P. (2014, March 11). *Effective strategies to improve children's abilities to control their behaviors and emotions*. Invited day long workshop presented to pre-k and kindergarten teachers and services providers through the VaASCD. Daleville, VA.

Williford, A. P. (2005, February*). How to handle angry parents*. Invited workshop presented to area childcare providers as part of the Childcare Enhancement Project, Greensboro, NC.

Williford, A. P. (2004, December). *Preventing and handling challenging behaviors*. Invited workshop presented to area childcare providers as part of the Childcare Enhancement Project. Greensboro, NC.

Teaching, Mentorship, and Clinical Supervision

UVA, Center for Advanced Study of Teaching and Learning

Graduate Teaching

Instructor

- EDHS 8670: Personality Assessment II (Spring 2015, Spring 2016, Spring 2017, Spring 2018)
  This is a doctoral level, core course for the Clinical and School Psychology Program focused on social, emotional, and behavioral assessment of children.

Guest Lectures

- Guest lecture—Implementation Fidelity, EDLF 5500 Field Experiments (October 24, 2017)
- Guest lecture series—early childhood education, EDLF 7430 Education Science Seminar (4 lectures, Spring 2017)
- Guest lecture—Depression, EDHS 7680 Advanced Psychopathology (October 3, 2013)

Research Supervision

Post Graduate

- Research Mentor for the NCRECE Minority Fellows :
  Jamaal Matthews, Ph.D. Montclair State University (2010-2013)
  Sandra Barrueco, Ph.D. Catholic University (2009-2011)
- Postdoctoral Research Advisor :
  Michelle Maier; CASTL postdoctoral fellow (2011-2012)
  Jessica Whittaker; CASTL postdoctoral fellow (2009-2010)

Graduate

- Doctoral Research Advisor (2009- present):
  Kaela Tidus, 1st year PhD student in Applied Developmental Science
    - Vest Fellow

  Kyra Parker, 2nd year PhD student in Clinical and School Psychology
    - Deans Fellowhsip-2021, 2022

  Kelsey Clayback, 4th year PhD student in Applied Developmental Science
    - Deans Fellowship-2019, 2020, 2021, 2022

  Marissa Bivona, 4th year PhD student in Clinical and School Psychology
    - Deans Fellowship-2019, 2020, 2021, 2022

  Maria Accavitti, PhD student in Clinical and School Psychology
    - Successfully defended 3-paper dissertation—July 2021
      Exploring issues of race and equity in early education: A closer look at teacher perceptions and child exclusionary discipline experiences
    - SEHD Innovative, Developmental, Exploratory Award (IDEA) for doctoral students-2019

  Sarah Wymer, PhD student in Clinical and School Psychology
    - Successfully defended 3-paper dissertation—May 2020
      Race in the preschool classroom: Links between teacher/child race and children's 0utcomes
    - Richard R. Abidin, Jr. Scholarship-2018
    - Abidin Award for Clinical Excellence-2019
    - Mary Catherine Ellwein Award-2020

  Ann Partee, PhD graduate in Educational Psychology -Applied Developmental Science
    - Successfully defended 3-paper dissertation—August 2020
      Understanding and promoting effective teacher-child interactions in preschool: Bridging research, practice, and policy
    - Society for Research in Child Development Pre-doctoral State Policy Fellowship-2019
    - Robert Lynn Canady Fellowship, University of Virginia-2019
    - Outstanding Graduate Teaching Assistant Award-2019

  Michelle Yoder; PhD graduate in Clinical and School Psychology

- Successfully defended 3-paper dissertation—May 2019
  Considering the classroom: A look into the social context of preschoolers who display disruptive behaviors

Jaclyn Russo; PhD graduate in Clinical and School Psychology

- Successfully defended 3-paper dissertation—August 2019
  Ready for school: Understanding the assessment and development of young children's readiness skills
- Curry Innovative, Developmental, Exploratory Award (IDEA) for doctoral students-2018
- Brenda Holiday Loyd Award-2018
- Abidin Award for Excellence in Research-2018
- Odelia Moore Scholarship-2017
- Society for Research in Child Development Travel Award-2017
- Curry Trustees Fellowship-2016

Pilar Alamos; PhD Graduate in Applied Developmental Science—August 2019

- Successfully defended 3-paper dissertation—June 7, 2019
  Supportive teacher-child interactions for preschool children who display disruptive behaviors
- Society for Research in Child Development graduate student travel award, 2019
- Society for Prevention Science Early Career Prevention Network graduate student poster award-2018
- Raven Society Scholarship-2018
- Robert Lynn Canady Fellowship-2018
- Professional Development Award, UVA Diversity Programs Office, 2017, 2018
- Curry Faculty Scholarship, 2017

Catherine Sanger; PhD Graduate in Clinical Psychology—August, 2015

- Successfully defended 3-paper dissertation—June 4 2015
  Preschoolers and disruptive behavior: Using multiple measurers to examine intervention processes
- Jesse C. Carpenter Award-2015
- Buffet Fellowship-2013

Lauren Carter; PhD Graduate in Clinical Psychology—August, 2015

- Successfully defended 3-paper dissertation—June 15, 2015
  Teachers' beliefs about children and their behavior: Furthering our measurement and understanding of how preschool teachers' beliefs relate to their interactions with young children
- A.L. Bennett Endowed Scholarship-2013

Karyn Hartz; PhD Graduate in Clinical Psychology—August, 2014

- Successfully defended 3-paper style dissertation—March 3, 2014
  Adult-child relationships in preschool: Perceptions, contributors to change, and associated child outcomes
- Abidin Research Award—2013
- Curry, IES, Two-year Vest Fellow—2011-2013

- Committee Member:
  Alisha Demchak, PhD student in Curriculum, Instruction, and Special Education (Preliminary Exam, 2022)

Todd Hall, PhD student in Education Policy (Preliminary Exam, 2021)
Kathryn Smith, PhD student in Clinical and School Psychology (Dissertation 2021)
Nicole Capobianco, PhD student in Clinical and School Psychology (Dissertation 2021)
Shannon Reilly, PhD student in Clinical and School Psychology (Dissertation 2018)
Kate Miller-Bains, PhD student in Research Methodology (Dissertation, 2018)
Paula Aduen; PhD student in Clinical and School Psychology (Dissertation, 2016-2017)
Krishtine Rosenthal; PhD student in Clinical and School Psychology (Dissertation, 2016-2017)
Sadie Hasbrouck; PhD student in Clinical and School Psychology (Dissertation, 2015-2016)
Jane McCarty; PhD student in Educational Psychology (comprehensive exam, 2010)
Kate Matthew; MA Student in Educational Psychology (comprehensive exam, 2010)

Undergraduate

- Primary Research Adviser for the Summer Undergraduate Research Program (SURP) in Educational Psychology and Applied Developmental Science (4 students, 2010 & 2012)
- Regular supervisor for Undergraduate Research Assistants—5-15 students per semester (2009 to present)
- Provided letters of reference in support for admission into graduate school for approximately 1-2 students each year since 2010.

Clinical Supervision

- ***Early Childhood Mental Health Consultation*** for Monticello Area Community Action Agency (MACAA) Head Start, Clinical Psychology, Curry School, UVA (Fall 2011 to Spring 2014; fall 2018 to present)
- ***Child Clinical Practicum,*** **Clinical Psychology, Curry School, UVA** (Fall 2018-Summer 2019; Fall 2016-Summer 2017; Fall 2015-Summer 2016; Fall 2014-Summer 2015; Fall 2013-Summer 2014; Fall 2011-Summer 2012)
  Primary clinical supervisor of practicum focused on assessment and treatment for young children—1 graduate student during each practicum year.

UNCG, Department of Psychology

Graduate Teaching

Instructor

Graduate Student Workshop: Introduction to HLM (May 21, 2008)
Psy 502: Psychological Problems of Childhood (Summer, 2000)

Undergraduate Teaching

Instructor

Psy 470: Abnormal Child Psychology (Fall, 2007; Spring, 2004)
Rco 273: General Psychology (Fall, 2004; Fall 2005)
Psy 310: Statistics in Behavioral Science Research (Summer, 2001)

Research Supervision

- Supervisor for 2 merit awarded University Undergraduate Research Scholars (2006-2008)
- Provided letters of reference in support for admission into graduate school for undergraduate students

Clinical Supervision

- ***Dream Camp,* Department of Psychology, UNCG** (Summer, 2008)
  Primary on-site supervisor for week 3 of a 4-week social skills oriented therapeutic day camp for children (4 to 18 years) with Asperger's Disorder

Professional Affiliations

- Member, American Psychological Association (APA)
- Member, Society for Research in Child Development (SRCD)

Professional Service

Service to the University

- Committee member for the Research Translation for Impact working group for UVA's Strategic Research Infrastructure Initiative (SRIi) (Fall 2022-Spring 2023)
- Search committee member for UVA-SEHD Dean (Fall 2021- Spring 2022)
- Search committee member for UVA-SEHD Endowed Chairs in Early Childhood Education and Neuroscience (Spring 2021)
- Chair, search committee for CASTL Assistant Research Professor Faculty Search with specialization in understanding and addressing racial biases (Spring 2021)
- Selection committee member, UVA Public Service Awards (Spring 2021)
- Chair, search committee for CASTL Assistant Research Professor Faculty Search with early childhood education specialization (Fall 2020)
- President's Council on Community UVA Partnerships (2019 to current)
- Early Childhood Working Group, Community UVA Partnerships (2019 to current)
- Executive Council, Virginia Practice Policy Partnership (2019 to current)
- Internal Review Committee (UVA) on Promotion and Tenure, Curry School of Education and Human Development (2019)
- President workgroup on community engagement (2018 to 2019)
- Search committee member for CASTL Assistant Research Professor Faculty Search (2016)
- Search committee member for Autism Cluster Hire Faculty Search (Tenured, Associate level, 2015- 17)
- Faculty Mentor for visiting doctoral student, Anne Milatz from University of Vienna (Summer 2014)
- Member of the CASTL Space and Moving Committee (2013-2014)
- Faculty mentor for visiting scholar Dr. Helma Koomen from the University of Amsterdam (Spring 2012)

Service to the Field

- William T. Grant Foundation Grant Review, Use of Research Evidence (Spring 2023)
- Reviewer:
  Editorial board: *Journal of Early Intervention*
  Guest reviewer: *Child Development, Journal of School Psychology, Developmental Psychology, Early Childhood Research Quarterly, Early Education and Development, Infant and Child Development, Journal of Applied Developmental Psychology, Prevention Science,*
- IES Grant Review, Early Learning Panel (December 2019-February 2020)
- External promotion/tenure reviewer, University of Kansas, Department of Special Education (2019)
- Teacher's College Press—Peer Reviewer for Book Proposal (2019)

- Grant reviewer for KU Leuven (2017 to current)
- External promotion/tenure reviewer, University of North Carolina at Greensboro, Department of Human Services (2017)
- Associate Editor: *Journal of Early Intervention* (2014 to 2016)
- Reviewer for the SRCD 2013 and 2017 Biennial Meetings
- Provided consultation on adding self-regulation items on the National Survey of Children's Health (July, 2015)
- Search committee member for School Psychology Faculty Search (Tenured, Associate level, 2013-2014)
- Reviewer for SREE 2014 Conference: Improving Education Science and Practice: The Role of Replication, Washington DC, March 6-8, 2014
- Measurement consultant for Anne Dawson, a doctoral student in Clinical Psychology at Ohio University (former employee) who was awarded a competitive $6000 university student grant to create a parent-teacher alignment measure
- Early Childhood Workgroup Leader for CASTL-SRCD sponsored meeting: Using Measures to Leverage the Impact of Child Development Research on Educational Practice: Beyond Cognitive Skills (Planning from 2012-2013; Meeting: June 20-21, 2013)

Service to the Community

- PALS Steering Committee for Virginia Department of Education (2021 to current)
- Core Member & Lead Report Writer, Early Childhood Mental Health Consultation Workgroup for Virginia Departments of Behavioral Health and Developmental Services, Education, and Social Services to study feasibility of developing an ECMHC program statewide (2020 to current)
- Board of Directors, Monticello Area Community Action Agency (MACAA), (2020 to 2021)
- Early Education Vision Keepers Advisory Council for the United Way Early Childhood Education Coalition (2019 to current)
- Member, Virginia's Commonwealth Council on Childhood Success, Data and Governance Workgroup (2014-2015)
- MACAA Head Start Self-Assessment Team (2012, 2020)
- Provision and supervision of early childhood mental health consultation to MACAA Head Start teachers (2011-2014; 2018 to current)
- Training workshop provided to MACAA Head Start teachers and staff (August 2012, 2013)

Honors and Awards

- 2020, 2021, 2022 Research Award, Office of the Vice President for Research, University of Virginia, January
- Nominated by Dean's Office for the Campus Compact Faculty Award for Engaged Scholarship: December 2019
- Faculty Mentor for SRCD State Policy Fellowship awarded to advisee Ann Partee, 4th year EP-ADS graduate fellow (September 2019-August 2020)
- 2019 UVA Fellow, The Op-Ed Project
- 2019 Excellence in Scholarship Award, Curry School of Education and Human Development: May 2019
- UVA's Provost Award for *Collaborative Excellence in Public Service* (for work to improve early childhood education in Virginia in partnership with the Virginia Department of Education and state advocacy groups): March 2019

- Nominated by Dean's Office for UVA's Licensing and Ventures Group's 2019 Edlich-Henderson Innovator of the Year Award: Spring 2019
- Selected participant, *NCSER Summer Research Training Institute in Single-Case Design Research*: June, 2013
- Outstanding Instructional Design Practice, Association for Educational Communications & Technology (for *MyTeachingPartner-Mathematics/Science*, Role: Consultant, PI: M. Kinzie): July, 2010
- Selected participant, *NCES-sponsored Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) Database Training Seminar*: November, 2009
- Selected participant, APA-sponsored *Advanced Training Institute in Longitudinal Methods, Modeling, and Measurement*: June, 2005
- Summer Research Scholarship, UNCG: Summer 2002
- Graduate Student Association Research Funding, UNCG: Spring 2002
- Certificate of Merit for Outstanding Public Service, Division of Psychologists in Public Service (Division 18) of APA: August 2001
- Hayes Fellowship, UNCG: 1999-2000
- Greensboro Graduate Scholarship, UNCG, 1997-1999
- Phi Sigma Pi National Honor Fraternity, UVA, November 1994

Recent Media Mentions

2023
- "Stability in kindergarten assessment scores could signal academic recovery", Richmond Times-Dispatch

2022
- "Kicked Out: UVA Researchers Probe Inequitable Preschool Discipline", UVA Today
- "Uva Early Childhood Curriculum Will be Made Available Statewide, UVA Today
- "Minding the Gap: Assessing Early Elementary Students' Development", School of Education and Human Development Communications
- "New Free Resource Hub Provides Comprehensive Tools for Early Childhood Educators", School of Education and Human Development Communications
- "Supporting Our Youngest Generation", School of Education and Human Development Communications
- "Invisible Students: The Information Crisis in Early Education," FutureEd

2021
- "Virginia suspends preschoolers at a high rate. What is the state doing about it?," The Virginian-Pilot
- "Racial disparities in teachers' reports of exclusionary discipline strategies," FutureEd
- "Tough test: The nations troubled early learning assessment landscape," FutureEd

2020
- "How a 10-minute 'reset' may make a huge difference for kids at home," UVA Today
- "A new industry overnight: Early education in a distance learning world", NPR Los Angeles
- "UVA announces affordable housing goal," UVA Today

2019
- "Charlottesville event focuses on importance of early childhood services: People in Charlottesville are learning about the importance investing in early childhood," NBC 29 News
- "Pilot program at VB preschool aims to get more kids kindergarten ready," Wavy TV 10

- "Va. first lady 'streams' into Suffolk," Suffolk News Herald
- "Boosting kindergarten readiness through professional development," Curry News.
- "Establishing the building blocks of high-quality, early childhood education," Opinion Contributor, The Hill.
- "New report recommends actions to strengthen UVA's ties to community," UVA Today.
- "University's new public service awards highlight faculty outreach," UVA Today.

2018

- "Virginia legislature expands UVA's kindergarten readiness program statewide," UVA Today.
- "Let's go to the tape: Study uses classroom video to improve preschool behavior," UVA Today.
- "How to comfort a tired kid who wants to go home," Fatherly
- "Editorial: Time for kindergarten—are kids ready or not?," The Free Lance Star

2017

- "Kindergarten assessments begin to take shape," Education Week
- "Boot camps for tots: Kindergarten orientation provides a head start," Washington Post
- "A positive start. How to manage misbehavior by building the strong relationships preschoolers need" usable knowledge, Harvard Graduate School of Education
- "Curry professor leads the way to improve kindergarten readiness in Virginia," UVA Today
- "Study identifies a key to preventing disruptive behavior in preschool classrooms," UVA Today
- "Building blocks of our future," NPR Indianapolis
- "Preschoolers could have less stress if they get positive one-on-one time with teachers," Boston Globe
- "Improving child-teacher interactions can reduce preschoolers' stress levels," Science Daily
- "Yup, preschoolers get stressed out -- but Teachers can fix this," Care.com

2016

- "A legacy of advocacy in education: four key efforts by the Curry School," UVA Today
- "Kindergarten really is the new first grade, research says," Verywell
- "Without the YMCA, preschool programs in Chesapeake and Virginia Beach forge ahead," Virginian Pilot

2015

- "Va. Legislature awards researchers $1M to assess kindergarten readiness," UVA Today
- "Researchers at UVA awarded $1M to assess kindergarten readiness," NBC 20 Newsplex
- "Kindergarten ready," Guest on HearSay with Cathy Lewis on WHRV 89.5-Hampton Roads local NPR
- "34 percent of Virginia kindergartners lack key skills," Inside Business
- "Comprehensive report on school readiness find some Virginia students lacking," UVA Today
- "1/3 of Va. students aren't ready for kindergarten," Virginian Pilot
- "30 percent of VA kids not ready for kindergarten," NBC 29 Newsplex
- "Group proposes more assessments for Va. kindergartners," Washington Post